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ABSTRACT

Because positive changes in a school's capacity to educate all its students are not automatic, the California Department of Education has launched an educational reform model embodied in a School Improvement Plan (SIP). The model is based on student-centered educational standards (quality criteria) to direct the four SIP processes of planning, implementation, self-study, and program quality review. These processes were developed to engage the school community in activities to improve programs for all student populations. This four-part document has been designed to help members of a quality review team conduct a review of elementary school programs. The review process has been designed for judging the effects of the curriculum, instructional methodologies, and effectiveness strategies on the students; guiding the development of planned assistance; and providing a model for the school's own self-study process. Part I describes how the quality criteria can be used for planning and implementing school improvement initiatives at a school site. Part II is the guide for conducting a school's self-study. Part III describes the methodology and procedures of program quality review, the application of the quality criteria to the school's curriculum and instructional program, and the means for developing suggestions in the report of findings and action plans for improvement. Part IV explains program quality review criteria for 14 areas. (MLH)

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Quality Criteria for Elementary Schools

Planning, Implementing, Self-Study, and Program Quality Review

CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, 1990

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ELEMENTARY

Quality Criteria for Elementary Schools

Planning, Implementing, Self-Study, and Program Quality Review

Prepared under the direction of the
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PREFACE

This document, Quality Criteria for Elementary Schools: Planning, Implementing, Self-study, and Program Quality Review, has been designed to assist members of a program quality review team conduct a review. The review team may consist of a majority of persons, including the lead reviewer, who are outside the district as is the case in a formal program quality review; or the team may be made up of school staff and parents who wish to conduct a self-study on an informal basis. The program quality review process has been designed for judging the effects of the curriculum, instructional methodologies, and effectiveness strategies on the students; guiding the development of planned assistance; and providing a model for the school's own self-study process.

The document is divided into four parts. Part I describes how the quality criteria can be used for planning and implementation of school improvement initiatives at a school site. Part II is the guide to be used by schools in conducting a self-study. All schools scheduled for a program quality review will complete a self-study prior to their review. It is hoped that other schools will find this guide useful as they assess the quality of their program during their planning process. Part III describes the methodology and procedures of program quality review, the application of the quality criteria to the school's curricular and instructional program, and the means by which suggestions in the report of findings might be developed. It also contains cautions for reviewers about the application of the criteria to the school program. In addition it describes how the transaction between the review team and the school results in action plans for improving the program offered to the students.

Part IV contains the criteria that consist of narrative statements portraying the central features of high quality followed by a series of concrete descriptions indicative of this quality. The criteria describe a high-quality school in 14 areas. The areas are:

Language Arts
Mathematics
Science
History-Social Science
Visual and Performing Arts
Physical Education
English as a Second Language
Foreign Language
Instructional Programs: Schoolwide Effectiveness
Special Needs
Learning Environment
Staff Development
Leadership
Planning, Implementing, and Evaluating the School Program

Both state and federal laws mandate the periodic review of schools receiving special funding through the consolidated application. It is hoped, however, that all schools, regardless of funding, will find program quality review beneficial in their efforts to provide high-quality education for all student populations.

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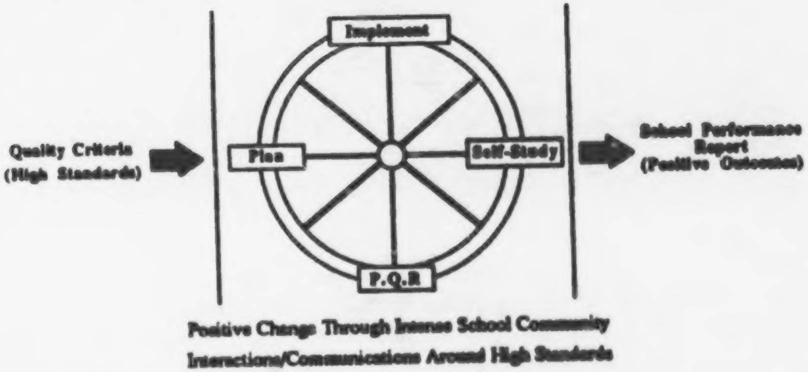
INTRODUCTION

Although change of one kind or another is virtually inevitable, significant and positive changes in a school's capacity to educate all of its students are not automatic. The California Department of Education has, therefore, embarked on an educational reform agenda which can be characterized by the following three-part model in Figure 1. The School Improvement Program (SIP) and its related processes play a major role in this model.

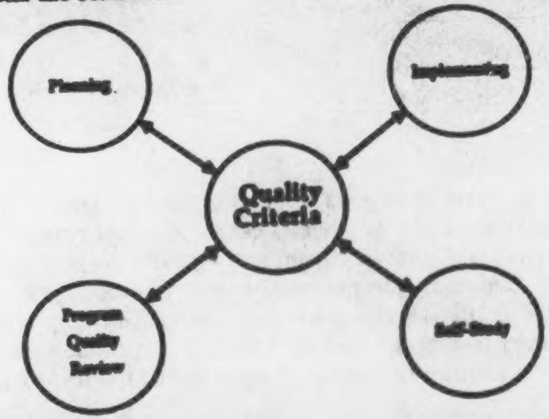
Fig. 1. School Improvement Change Model


Implement
Quality Criteria (High Standards)
Plan
Self-Study
School Performance Report (Positive Outcomes)
P.Q.R
Positive Change Through Intense School Community
Interactions/Communications Around High Standards

The first component involves the establishment of educational standards. They are reflected, in large part, in the Model Curriculum Standards, Grades Nine Through Twelve, and in the state's various model curriculum guides, curriculum frameworks, and handbooks. These publications are designed to help guide local districts in their efforts to establish higher quality curricula for all students.

The quality criteria in this handbook are syntheses of the Department's major curricular and schoolwide standards. They are statements drafted by practicing educators of what an ideal program can look like in operation. They are primarily student-centered in that they include frequent references to what students are learning or what they are doing in order to learn. The quality criteria, therefore, serve as the foundation for the four SIP processes of (1) planning; (2) implementing; (3) self-study; and (4) program quality review (PQR). These processes are designed to engage the school community in schoolwide improvement activities to improve the effect of its program on all student populations enrolled at the school site (see Figure 2): average, gifted and talented, underachieving, limited-English-proficient, and special education students.

Fig. 2. Criteria and Processes


Planning
Implementing
Quality Criteria
Program Quality Review
Self-Study

In planning, a school compares its current program with the quality criteria, identifies "matches and gaps," and develops specific change initiatives based on its findings. The goal is to establish a program consistent with the criteria. The criteria then serve as frames of reference or reminders of what the program should look like while the school community is systematically implementing the planned changes. After approximately three years of work toward realizing these ideals, the school conducts a self-study of all aspects of its program, again, in comparison with both the curricular and schoolwide quality criteria. Tentative plans for how the school might better align its program with the criteria are identified in the self-study report. Finally, a PQR by an outside team is conducted to review the program using these same criteria. As with the planning and self-study processes, the PQR process identifies "matches and gaps" between the school's current program and the criteria. These comparisons lead to formal suggestions by the PQR team as well as action plans developed collaboratively by both the PQR team and the school's leadership team. The action plans include a detailed description of who, what, when, and how future changes will take place; they represent specific improvement initiatives which the school owns and thereby commits to implement.

In the SIP change model, these four processes provide the momentum while the quality criteria provide the direction for significant educational improvements at school sites. Taken together, the criteria and processes are designed to generate the intensity of activity necessary to trigger what have been characterized as quantum leaps or "aha's" in the capacity of a school community to achieve educational excellence and equity for each of its student populations.

To that end, this manual is an invitation to California's educators and interested community members to join together in planning and implementing their own meaningful local change efforts. And through the SIP processes and criteria outlined here, they are free to do so for the best of reasons; i.e., not because of the external promise of reward or threat of accountability but because of commitment to and ownership of their own local plan for positive change.

Office of School Improvement
1990

PART I
PLANNING AND IMPLEMENTING

PLANNING

Planning means deciding what you want to do in the future, how you want to do it, by when you want to complete it, and how you know you have been successful. In a school, successful planning must also involve sufficient consensus among the members of a school community for them to have the commitment necessary to carry out the plan. There are at least three areas related to successful planning which deserve comment here: (1) resources; (2) process; and (3) outcomes.

Resources

The basic resources necessary for successful planning include both funds and information. The School Improvement Program (SIP) makes funds available to schools for the expressed purpose of planning and implementing significant educational improvements in (1) curriculum and instruction; (2) auxiliary services; (3) school organization; and (4) school climate. The goal of a school's changes in these areas is to meet three categories of students' needs: educational, personal, and career. In addition, the SIP school is charged with effectively meeting these needs with all of its students: average, gifted and talented, limited-English-proficient, special education, and underachieving or at-risk students.

Since the focus is on improvement, a significant portion of the school's SIP money should be set aside specifically for change initiatives. The SIP budget should not be spent exclusively on the maintenance of the status quo, even if the status quo is an improved one compared to years past.

Status quo expenditures usually involve the annual commitment to staff salaries for paraprofessionals, curriculum specialists, or coordinators. Change expenditures, on the other hand, help the school to grow and typically include training materials, teacher reference materials, consultants, teacher stipends for staff development or curriculum development carried out beyond the normal workday, substitutes, travel expenses for conferences or visits to other schools, parent training costs, one-time purchases of supplementary materials or equipment, evaluation costs, and expenses related to planning, the self-study, and the program quality review. Since there must be some provision for staff to have time away from the everyday operations of the school for planning and implementing change to be at all feasible, change expenditures should also include those which buy time (i.e., time to meet, investigate, discuss, explore, decide, plan, monitor, evaluate, train, learn, and so on).

It is recommended, therefore, that at least 33 percent of the school's annual SIP budget be set aside for change expenditures. This policy guarantees that there will be SIP money available to support the planning, implementing, and staff development activities so vital to significant ongoing improvements at a school site.

Information is a second major resource for achieving change, and there are at least two kinds: inside and outside. **Inside information** consists of what the school community already knows about curriculum, instruction, and its own students, staff, school culture, and community. **Outside information** involves what is known in the field of education about effective schooling, including printed material as well as exemplary practices or programs in operation.

Generating inside information involves questions such as: What are the effects of our program on our students, ourselves, and the community? How do these results relate to what we are doing at school and in the classrooms? and What are the unconscious rules, norms, assumptions, expectations, or policies that make up our school culture? The last two questions are often the most difficult to answer because they involve becoming conscious of the unconscious as well as trying to understand the why's connecting actions with outcomes. Answers will involve what is taught, how it is taught, why it is taught that way, how the school is organized, how it functions, who talks to whom about what and when, and what schooling means for the different kinds of students at the school.

Typical sources of inside information include the school performance report, grades, criterion-referenced data on student outcomes, student and staff attendance data, data on dropouts, indices of student conduct, opinion and satisfaction surveys of students and parents, face-to-face discussions, staff observations and interviews, and other local studies.

Useful points of departure for exploring these data in relation to the questions posed above include the quality criteria, both curricular and schoolwide, as well as the state frameworks, handbooks, curriculum guides, and model curriculum standards. By contrasting what is currently taking place at the school with these state standards, the school community can discover areas it wishes to maintain, reinforce, or change. There is little doubt, however, that how well the school community will be able to understand and use the data collected will depend on how extensively face-to-face discussion, observation, thought, and negotiation of conflicting points of view and values take place during the planning process.

Since no school community is homogeneous, it is critical to try to answer the questions, What is? and What should be? by researching the various points of view of all of the people who make up the school community. The program may be interpreted in one way from the perspective of adults, such as teachers (upper and lower grades, by department, by program specialty, and so on); administrators; parents (by ethnicity, grade level, subject area, and so on); categorical program staff; paraprofessionals; pupil services personnel; and other staff. On the other hand, the school's culture and educational program may look very different and reflect varying degrees of success from the point of view of different kinds of students, depending on grade level, subject area, categorical program participation, ethnicity, language proficiency, and so on. A school that is not effective with one of these groups or from one of these adult or student perspectives has to consider what it can do to change.

Outside information is also a critical resource because it involves new knowledge, skills, and options not yet known to the school community about what works and what does not. Again, state publications represent an excellent synthesis of much of what is known about high-quality curriculum, instruction, and school organizational structures and practices. Other important sources include educational journals and books; outside consultants; talented staff from within the district; staff from surrounding districts, county offices, and universities; and exemplary programs such as those conducted by schools recognized by the California Distinguished Schools Program.

In the final analysis, however, it is the school community's intense interaction with the inside information of what is and the outside information of what could be that will lead the school to an ambitious vision and plan what to do next to make the most significant improvements for all of its students.

Process

The goal of the planning process is to generate as much interaction as possible among all those who will have a role in implementing the resultant decisions or plans for change. This involvement will help not only to generate a comprehensive plan but also to establish the commitment necessary among those who must implement it.

There are five basic steps in the planning process. The first step is to establish a collective vision of what kind of school and what kind of student the school community wants to develop. The second step is to collect both inside and outside information. The goal here is to describe the current program in detail and compare it with what could or should be happening differently at the school. The third step is to analyze and discuss the information collected to determine its relationship and relevance to the future vision as well as the current practices and outcomes of the school. The fourth step is to negotiate a consensus among all interested parties regarding the improvement initiatives to be undertaken and their expected effects. The fifth step is to design the improvement activities and establish the roles necessary for carrying them out.

The amount of time it will take to carry out a comprehensive planning process, however, will vary depending on the size of the school, the relative need for serious reform, and the format of the plan to be generated. For example, to draw up an initial plan which describes everything that is happening at a school, including ongoing activities as well as changes, may take an entire school year. However, to draft a plan for a select number of improvement initiatives, such as the tentative suggestions and action plans normally generated by a self-study, may take only two to four months.

The structure currently recommended for the self-study can also serve as a model for initial planning. For example, a leadership team, in cooperation with the school site council, can organize and guide the planning process at the school site by establishing committees to collect information and plan using the quality criteria as major organizers for the committee structure. The leadership team is made up of representatives of the various structures within the school (e.g., the school site council; grade-level teachers in elementary schools or subject-area teachers at the secondary level; categorical program staff; program specialists; other staff at the school and district office; and parents and students representing various student populations at the school). The leadership team should meet with the committees to monitor their activities, provide support, and receive periodic reports on their progress. This team should also report regularly to the school site council and receive direction from that group throughout the planning process because it is this group that is charged with the ultimate responsibility of guiding, developing, and approving the school's plan.

As mentioned previously, the quality criteria and the state publications on which they are based should be the major organizers for the planning process. It should result in the identification of matches and gaps as the current program and the criteria are compared. For the curriculum criteria, in particular, the planning process proceeds from (1) what students should be learning in each curricular area (i.e., the district's core curriculum); to (2) major instructional strategies, organizational structures, and policies to help students learn that curriculum; to (3) variations in the strategies, structures, and policies necessary to ensure the success of each student population enrolled at the school (e.g., average, gifted and talented, special education, limited-English-proficient, and underachieving students).

Outcomes

The most obvious outcome of a planning process is the plan (i.e, a consensus of the school community's commitments for what changes will be made in the future). It should also include a brief statement of the collective vision of what kind of school, teachers, or students the school community sets as its ideals.

The format of the plan should facilitate its use as a working document. If it is too large or detailed, individuals will find it difficult to consult or to find their role in implementing the planned changes. It is recommended, therefore, that, no matter how much information is collected on the current program and no matter how extensive the many positive activities or programs being carried on at the school, there should be a separate, identifiable improvement plan which includes a description of the major improvement initiatives to be implemented in the immediate future. This is not to say that a comprehensive plan of all programs, objectives, and activities at the school should not be written and constitute a plan in themselves. Rather, there should also be an improvement plan document which is detachable from the comprehensive plan or exists as a separate summary of the school's most current change initiatives.

The improvement plan should not, therefore, be imposing; nor should it be relegated to a shelf as a trophy of the planning process. Rather, it should include (1) a limited number of improvement initiatives (e.g., four to eight major programmatic changes that the school is willing and able to undertake and that will have a significant, positive impact on students); (2) the roles to be played by the members of the school community as they carry out the initiatives; (3) regularly scheduled planning, monitoring, and problem-solving activities to ensure implementation of the change initiatives; (4) an evaluation component which may include both quantitative and qualitative measures; and (5) a budget. The final product must ultimately be approved by the school site council and the local school board before implementation may be initiated.

IMPLEMENTING

Although it may seem obvious, implementation does not necessarily occur automatically after planning. In fact, for successful implementation to take place, it is often necessary to have the same kind of organizational structures in place that were used to develop the plan. This means that the principal, the school site council, the leadership team, and many of the committees formed to represent the various curricular and schoolwide interests in the school may still be required to see to it that the major change initiatives in the plan are carried out.

Systematic and ongoing communication among all participants in the school's planned improvements has been shown to be absolutely critical for the successful implementation and long-term adoption of local innovations. Weekly, biweekly, and monthly implementation meetings are the most important formal vehicles in the school's organizational structure to achieve this communication. Such meetings can accomplish several important implementation functions.

First, they can focus on monitoring who is doing what and the effects of the change activities on those who are involved (e.g., students, teachers, administrators, classified staff, parents, and so on). Second, staff who meet regularly can ensure the efficient and effective coordination of their efforts as well as an appropriate division of labor among all participants.

Second, coordination is particularly important in a school in which several student populations are provided services by the same adults, either within or outside of the classroom (e.g., limited-English-proficient, compensatory education, special education, average, or gifted and talented students). For example, innovations which often require a substantial amount of time for teachers to meet together might include:

- Establishing a literature-based English-language arts program for all students
- Improving the access of compensatory education students to higher levels of math and science
- Implementing cooperative learning with heterogeneous groups in science
- Mainstreaming students who receive special education services
- Providing supplementary support to migrant students
- Scheduling peer-coaching visits among teachers learning how to use sheltered English with limited-English-proficient students

A systematic, formal means must be provided for the adults at the school to plan together what they will do with each other or with their students, share with each other what they have been doing with the students they serve in common, solve problems, and review the outcomes of their efforts. This type of coordination is that which is needed on a regular basis for relatively large numbers of students at a school. Clearly, such coordination, or what has sometimes been referred to as ongoing planning, should take place in addition to what student study team meetings can accomplish for a relatively small number of individual students having unique problems in the program.

Third, the time spent in implementation meetings should be devoted mainly to the day-to-day and week-to-week problem solving necessary to carry out the school's planned innovations. Fourth, the regular feedback shared by the participants at these meetings can also provide the basis for any necessary modifications or on-course corrections that may arise. And finally, for those who may feel insecure or uneasy about trying to put new ideas into practice, such meetings should provide the personal and professional support needed for people to turn planned innovations into reality.

Of all of these functions which may be served by implementation meetings, coordination and problem solving will undoubtedly predominate, both in terms of time spent in meetings and in the immediate effects that these communications will have on the success of the program.

As mentioned in the planning section, time is the major prerequisite for the successful implementation of the school's change initiatives. Therefore, teachers need time away from their teaching responsibilities. Released time, short meetings before and after school, periodic weekend or evening meetings, minimum days, and the released days available for school-based coordination programs (AB 777) and pupil motivation and maintenance programs (SB 65) are among the options available for setting aside time to invest in the successful implementation of a school's planned improvements.

SUMMARY

Effective planning and implementation require modifications in the organizational structure or capacity of a school beyond what is necessary to carry out business as usual. Time, fiscal resources, committee structures, and communication strategies are the major components that must be addressed by a school that is committed to significant change. Planning produces a plan for future action, implementing produces action, and the latter does not naturally follow from the former without deliberate leadership.

At the elementary level the principal and the school site council are the most obvious choices for causing both processes to happen. At the secondary level the responsibility will more likely fall to the deparment chairpersons and assistant principal in addition to the principal and school site council. In either case, however, structured planning and implementing must both occur regularly and systematically in order to keep the school growing in its capacity for change as well as in its ability to provide an optimal education for all of its students.

PART II
GUIDE FOR CONDUCTING THE SELF-STUDY

The self-study is the foundation on which the program quality review is built and should be viewed as the beginning of the school's planning process. The self-study is an activity that includes an in-depth look at the quality of the curriculum, the effectiveness of the instruction, and the structure, organization, and governance of the institution and is carried out by the school community prior to the program quality review. The three main reasons why the self-study is so important to program planning and the process of program quality review are the following:

- The quality of the improvement effort is dependent on the quality of the data and the analysis of that data. Data collection and analysis occur mainly in the self-study phase of the review.

- The quality of the self-study in the eyes of the school community determines the meaning accorded the visit of the external review team and any subsequent planning.

- A high-quality self-study is central to accomplishing the three major portions of the program quality review: (1) the development of a clear understanding of the school's instructional program; (2) the model for examining the effectiveness of the instructional program; and (3) the focus for the determination of the kind of changes that should occur to improve the program for students.

When thoroughly conducted, the self-study is an extremely rewarding experience for the school because it establishes a routine process for monitoring and improving the quality of the instructional program for the students. A school carrying out a half-hearted pro forma self-study will reap at best an ineffectual review and at worst a misleading and damaging external review that will result in meaningless planning for improvement.

To be effective, the self-study must be conducted by individuals who know the students and the school best and can be objective about the quality of the instructional program offered to each student. When the school community conducts the self-study, there should be a broad base of school community involvement. The process should be conducted under the guidance of a designated leader at the school who is committed to the process. A district person representing the district's position on curriculum, instruction, and other policies should also be involved to coordinate the district's and school's agendas for change. Those participating in the self-study must use the program quality review criteria for elementary schools as the foundation for the examination of the instructional program. The criteria will also serve as the standard against which the quality of the school's instructional program will be held during the formal program quality review.

Part II is divided into sections describing the methods for organizing and conducting the self-study, the application of the quality criteria to the school's instructional program, and implications for use during the formal program quality review.

ORGANIZING FOR THE SELF-STUDY

The self-study is designed to promote a cohesive and coordinated view of the curriculum and the instructional program received by students at the school. In the implementation of the self-study, it is not sufficient to contribute only as an individual or to be interested only in certain grade levels or special program outcomes. Rather, the school must be considered as a whole. As the school community organizes for the self-study, it will be establishing the procedures for the ways in which staff will be contributing. The staff of the school will be involved as (1) individuals; (2) members of special groups such as grade level, special project, or curriculum committees; and (3) members of the school community.

Each staff member will be involved individually in analyzing the school program's relationship to the curriculum as well as to the schoolwide criteria. At the individual level each member of the school community is charged with (1) conducting a self-analysis of practices that pertain to each criterion; (2) observing and providing feedback relative to applying the criteria; (3) contributing the most accurate data possible; (4) focusing the discussions he or she has with others about various aspects of the school's program and the impact of that program on the students; and (5) interpreting the data collected in light of the instructional program as a whole.

When applying the curriculum criteria during the self-study, all teachers are involved in comparing the curriculum to state and professional standards. (Curriculum frameworks and handbooks and curriculum statements offer excellent starting points for this view of the instructional program.) The teachers further review the implementation of that curriculum by considering what the students actually receive. The resulting analysis of the quality of the curriculum offered at the school and the extent to which that curriculum is received by the student is judged according to the program quality review criteria.

When applying the schoolwide criteria, all participants are involved in synthesizing their individual input into generalizations about the ongoing school program. The quality of this input will determine the usefulness of the information in identifying areas in need of improvement as well as areas of strength.

Establishing the Proper Perspective

The first step in the self-study process is deciding what questions to ask, what activities to observe, and what data to review in order to develop the objective knowledge of the instructional program received by the students and to compare that information with the related quality criteria. Certain decisions not only constitute the critical first step of the self-study but also go a long way toward determining the usefulness of the self-study and the program quality review by establishing a schoolwide perspective of program quality. These decisions include what to observe; which students to follow through their day; what sorts of questions to ask the students, the staff members, the administrators, the council members, and others involved in the various parts of the program; and what sorts of records to review, including students' work samples, students' achievement data, minutes of meetings, and so forth.

In the design of the procedures for collecting information about the school's program, certain sets of data should not be overlooked. They include the school performance report, with locally developed indicators of success; the action plans and suggestions from the last program quality review; and the results of the California Assessment Program tests and other norm-referenced tests analyzed for patterns of achievement for all students and for specific groups of students over time.

Good reviews and subsequent good planning occur when people have information and the energy to act on it. A self-study must not be so burdensome that it discourages quality interaction among staff, students, and the community. To avoid having the self-study become like an academic exercise or meaningless paperwork, those organizing the self-study should keep in mind that:

- Information collected is to be used by the school and the external review team to meet the goals of the program quality review, such as analysis, improvement, and planning.

- The analysis provided by the self-study is shaped by the quality criteria.
- Individuals, program personnel, or the school community as a whole must not be overburdened.

Collecting Good Information

During a self-study process, two main types of information are collected: artifacts and opinions. The artifacts are the concrete materials collected. They range from examples of students' work and assignments to records and transcripts to minutes of meetings. Artifacts constitute the best way for a school to check on the other major kind of information collected, opinions. It is important to solicit the opinions of students, parents, and staff members as part of the self-study. Opinions about a topic provide valuable information on the overall sense of a school. Wherever possible, people should be asked to provide examples or artifacts to support their opinions.

In sum, each school is urged to individualize its procedures for collecting information. If the suggestions for data collection are seen as items on a menu from which school personnel pick and choose what fits their situation, the information collected will be more meaningful and powerful. (NOTE: The school data summary contained in this section will be of assistance in collecting information about instructional programs.)

APPLYING THE QUALITY CRITERIA

The quality criteria for the elementary program quality review are grouped into two main sections: (1) curricular criteria; and (2) schoolwide criteria. The concepts embedded in the criteria are not new. They were included in many of the previously used quality criteria, state handbooks, frameworks, and other materials. The criteria described in this document represent significant agreements in the current analysis of high-quality standards for curriculum and effective elementary education. They were designed to incorporate good-sense notions of sound curriculum, effective educational practice, and applied organizational management.

The curriculum criteria that include language arts, mathematics, science, history-social science, visual and performing arts, physical education, English-as-a-second language, and foreign language follow the major themes captured in the frameworks, handbooks, and curriculum guides. The curriculum criteria should be used to assess the quality of the content of the curriculum as well as the method of instruction employed to impart that curriculum.

The schoolwide criteria are designed to focus the school community on what students experience as individuals, as members of groups (special programs and other assistance patterns), and as a total student body. In most school settings separate groups of adults such as classroom teachers, special project personnel, support personnel, and administrators work with students on discrete aspects of content or need. Thus, students experience those discrete aspects and synthesize them into their total school experience. The adult work groups may lose sight of all the different pieces that students must put together. Using the criteria to look at the school and various programs in operation within the school will help the school community to see what the synthesized school experience is like for different kinds of students. The application of the schoolwide criteria during the self-study also helps to determine the degree of congruence between stated policy and what students and other members of the school community actually experience.

Both the curriculum and schoolwide criteria are summative statements of a high-quality program that is actually experienced by the student. When applying the criteria during the self-study, members of the district and school community should ensure that the following occur:

- Everyone involved in the self-study must become knowledgeable about the contents of the criteria for elementary program quality review.
- Those responsible for applying the quality criteria must decide what procedures they will use and what specific information they will seek out in order to address the criteria. Sample questions might include the following: How will they organize observations to ensure that all students in the school, including those with special needs, are considered? Whom will they talk to in order to maintain a broad perspective on the school setting? What artifacts should they review?
- The necessary information is collected. Then reviewers discuss what has been found, pooling information in order to develop a common perspective of the program in operation and its impact on students.
- The common perspective brought out in the discussion is then compared with the quality criteria. In the comparative process, areas of the program that reflect the description in the quality criterion are identified as program strengths. Those that do not match the criterion statements are potential areas for improvement.

- The group must then decide which of the potential improvement areas should be considered for an action plan. For example, which would have the greatest impact on the criterion area as a whole? Which would offer the greatest potential for success?

- Finally, the conclusions of the group are recorded so that they can be included in the self-study summary and shared first with the school community and then with the visiting review team.

Developing the Self-Study Report

Once all information has been gathered, analyzed, discussed, and compared with the quality criteria, a summary of the self-study is developed. This summary should convey a thoughtful review of the curriculum and the schoolwide program.

The report should not be a lengthy document. As a rule of thumb, a one-page summary is not nearly long enough to impart effectively what is true about each aspect of the school's program as compared with the quality criteria. On the other hand, a 40-page document may be too detailed to be of optimal use to those who are responsible for initiating change in curriculum, instruction, and schoolwide organization. In other words, those responsible for organizing the self-study should use common sense in developing a summary that communicates effectively and is a useful working blueprint for future change.

The self-study report should include the following:

- A written record of the result of comparing what is happening at the school with the issues, concepts, and ideas included in each of the paragraphs of the quality criteria

- A summative value judgment about the results of that comparison
- An analysis of the implementation of the suggestions and assistance/action plans from the previous review
- Identification of tentative suggestions and a tentative calendar for their implementation
- Three tentative action plans in three in-depth areas
- Recognition of program strengths
- A summary of the strengths and weaknesses of the self-study

The completed summary will include the results of the self-study for each of the quality criteria. Even though all curricular criteria are included in the summary, the three curricular or two curricular and one schoolwide criteria selected for in-depth focus during the review will reflect greater depth and attention in the self-study summary. The conclusions reached in other areas, however, will be of great value to the school community in planning curricular, instructional, and organizational improvements.

How the Self-Study Is Used During the Program Quality Review

During the program quality review, the school's self-study is used as a basis for discussion about the programs in operation at the site. It is shared with members of the review team during the review so that it can be used to frame the organization of the review and ensure that the important points are covered. As the review progresses, the team will use the self-study as a guide in reviewing the school's program, validating the results of the self-study when the findings of the review team confirm the results, and seeking additional information when the self-study results and the team findings are at variance.

When the analytic portion of the review is complete, the leadership team and the review team will consider the identified areas of improvement within the self-study as they make recommendations for increasing the effectiveness of the instructional program and recognize areas of program strength.

The School Data Summary

Each school has a wealth of data which, when organized and presented for comparison and interpretation, constitute the school data summary. These data provide a meaningful base of objective information on which to build judgments about school program quality.

The organization and interpretation of data in the school data summary should be guided by educated hunches, open-minded exploration of patterns, confirming interpretations with supporting evidence, and common sense. It is a practical process that makes the best use of available information but retains a healthy skepticism.

Indicators

The following indicators are suggested elements of the data summary because they are commonly available in schools and provide data valuable to program review and school planning. The school performance report, both the locally produced and state-produced sections, may already include some of these elements. Each school should examine its own available data and select the best data for its summary.

Outcome indicators include:

- California Assessment Program data (third and sixth grades)

  - Trends in raw scores
  - Percentile rank
  - Comparison to predicted score
  - Percent of students above Q3 and below Q1 over time
  - Skill area report comparing subareas of curriculum
  - Subgroup report showing trends over time

- Norm-referenced tests

  - Trends
  - Comparison to national norms
  - Curricular area comparisons
  - Percent of students above Q3 and below Q1 over time

- Criterion-referenced tests (including proficiency tests)

  - Percent of students achieving criterion levels
  - Trends
  - Work samples
  - Holistic criteria
  - Grade level standards

- Attendance and tardies

  - Attendance patterns of all students
  - Attendance patterns of specific groups
  - Tardiness patterns for all students
  - Tardiness patterns for specific groups
  - Staff attendance

- Number of books read

- Number of writing assignments completed
- Library/media use
- Students' opinion of school climate
- Number of students referred to principal

Program indicators include:

- Instructional time
  - Total school day
  - Allotted time by subject and by grade
  - Time engaged in learning (from observation)
  - Homework by grade
- Extracurricular activities
  - Number of students in sports
  - Number of students in music
  - Number of students in drama
  - Number of students in academic clubs

Student indicators include:

- Enrollment patterns--increasing/decreasing
- AFDC count--increasing/decreasing
- LEP count--increasing/decreasing
- Parents' occupations
- Mobility/transiency of students

A combination of open-mindedness, common sense, and expert advice should be used in selecting data to include in the summary. The format should display information to facilitate making comparisons. Too much information can be just as confusing as too little. The summary should not cover every possible comparison among available data. Most data should be left in their natural forms, available for reference.

Data must be compared to some frame of reference. The most common comparisons useful to schools are:

- Previous program quality review results and programs
- Criterion levels based on rational goals
- Past years' levels for the same school
- Other curricular areas or subcomponents within a curricular area
- Groups of students
- Other grade levels
- District, state, and national averages

Analysis

One of the most useful means for interpreting data is a knowledge of trends over time. It is helpful to have data for as many years (or other time points) as possible so that random fluctuations can be distinguished from program effects. Steady movement up or down over three or more years is usually an indication of real change. A one-year spurt, on the other hand, is difficult to interpret. One way of validating an apparent trend is to look for parallel patterns in related data. If reading achievement is improving across several different measures (e.g., CAP tests, district criterion-related tests, and number of books read), then it is safe to interpret these results as real improvement. If, on the other hand, results on only one measure are moving up and those on the others are constant or going down, alternative explanations must be seriously considered. The policy significance of trends can be illuminated by comparing these trends to the trends in other schools and in district, state, and national averages. Schools with assessment data that are not consistent with state and national trends are likely to be schools with powerful and unique programmatic or demographic influences on student outcomes.

In the development of strategies for improving the program, it is often useful to compare data among curricular areas or subcomponents of curricular areas. By themselves, these comparisons can be misleading, so it is advisable to tie them to a reference point by using trends; that is, by comparing trends among curricular areas. National, state, district, or even school test score averages can be used. Data from comparison schools can be used in the same way. Criterion levels established as school objectives can also provide a standard of comparison between areas. But since these criterion levels are difficult to justify empirically, their use for other comparisons is questionable.

Evaluating the performance of groups of students is very important for program planning. Comparison by groups can also be misleading when viewed in isolation. These same types of reference points can be used to tie down student group interpretations in the manner suggested for curricular areas. Trends can be compared for the high, middle, and low quartiles; for LEP students; and for the disadvantaged. Counts and proportions are often more useful than averages in looking at specific groups. Very often, a comparison of program data among different groups reveals differences in the treatment of students. These program differences can be evaluated to determine whether they are intentional or are the result of inadvertent inequities.

Comparisons with national, state, and district distributions and averages can be useful by themselves. Data from schools with similar background factors are sometimes available. Although comparisons with these schools can provide a sense of relative standing, matching is very dangerous and frequently misleading. These overall comparisons are more useful for setting goals and measuring progress than for discovering clues to program improvements.

The measures employed should be evaluated to determine how well they focus on program goals. It is easy to overvalue what is measured and undervalue what is truly important. An excellent assessment of an unimportant goal should not weigh as much in the decision-making process as a merely adequate assessment of a very important goal.

A very important consideration in interpreting data in curricular areas is the alignment of what is measured with what is taught or intended to be taught. Many tests overemphasize low-level skills and facts, while the current trends in curriculum are toward higher level skills, ideas, and concepts. State and national test developers are making changes in their tests to reflect this shifting emphasis in the curriculum, but each school should make sure the available data cover the curriculum as it is intended to be taught.

A related issue is the match of assessment method to what is being assessed. For example, an analysis and holistic judgment of work samples, demonstrations, and student presentations are often the best methods for addressing higher order thinking and communication skills. Teacher and textbook-related assessments generally match curriculum very well, although comparative data are not readily available. State and national tests provide excellent comparative information, although their fit to the school program is only general.

PART III
PROGRAM QUALITY REVIEW PROCESS

GENERAL OVERVIEW

A school's program quality review is a process through which the effectiveness of the curriculum, instructional program, and schoolwide organizational strategies is diagnosed by means of a set of standards that describe a high-quality program. This process allows judgments to be made about the effect of the program on the student populations at the school. The review, conducted by a team of educators not employed by the school district, typically occurs once every three years. Information about the school's program and its effect on the students is gathered by this visiting team primarily through observation of instruction; interviews with teachers, students, administrators, other instructional staff, and parents; and a review of pertinent documents. The team members then compare the information they gather with the state's quality criteria to determine the extent to which the program received by the student matches the descriptions of a high-quality program in the criteria.

The program quality review yields information that is essential to the effective development of the school's curriculum and instructional program--information about what is working well, why, and what should be changed. Program review is a valuable part in the improvement cycle of planning, implementing, evaluating, and modifying the planned program.

Purpose of the Program Quality Review

The primary purpose of program review is to improve the quality of curriculum and instruction; it is a means for developing and sustaining a high-quality educational program for all students. For the school staff and parents, the review is a period in which to observe and discuss the effectiveness of the programs received by the students. The immediate benefits of this process are the decisions and plans to make specific improvements in the curriculum, instruction, and schoolwide organization.

The three major goals for the program quality review are:

Goal 1: Process. Improve student outcomes by stimulating a school community to do an analysis of its program through a self-study, use this information together with the results of the program quality review to plan for improvements, and implement the suggestions and action plans generated by the review.

Goal 2: Standards. Promote a high-quality curriculum, effective instruction, and a responsive school organization through the use of the quality criteria as standards of effective schooling for all student populations at the school.

Goal 3: Statewide Networking. Promote the networking of educators throughout California for the purpose of sharing successful practices and problem solving, developing collegiality, and supporting educational professionalism by providing them a critical role in the statewide school improvement effort.

The goals are accomplished when a school goes through the three phases of a program review, including the self-study that is carried out by the school community prior to the visit of an external review team; an intensive visit by an external review team, including review of the findings of the self-study; and the planning and implementing of future improvements based on the combined findings of the self-study and the external program quality review.

Scope of the Program Quality Review

The program review described in this handbook focuses on the extent to which the school curriculum, instructional methodologies, and schoolwide organization contribute toward a high-quality educational program for each student.

The quality criteria used in program review address the two major aspects of a school program, curriculum and instruction, and the schoolwide policies, practices, and procedures that shape and support the program. Curricular criteria have been developed for the following subjects:

- English-Language Arts
- Mathematics
- Science
- History-Social Science
- Visual and Performing Arts
- Physical Education
- English as a Second Language
- Foreign Language

The schoolwide criteria include:

- Schoolwide Effectiveness
- Special Needs
- Learning Environment
- Staff Development
- Leadership
- Planning, Implementing, and Evaluating the School Program

The Program Review Team

The program review team is made up of three to seven educators who have been certified by the California Department of Education as qualified reviewers. Reviewers are selected for their knowledge of curriculum, instructional methodologies, and special programs, as well as for their outstanding interpersonal skills. Typically, they are teachers, departmental chairpersons, counselors, principals, or coordinators/directors of instruction from school districts, institutions of higher education, offices of county superintendents of schools, or, in some cases, the community. The majority of the team members, including the lead reviewer, must be from outside the school district that is requesting the review. Reviewers work together using the quality criteria to guide them in (1) gathering information about the school's program and the effects of the program on students; (2) forming a point of view about the workings of the school as compared to the quality criteria; and (3) developing a report to the school that includes findings, suggestions for increasing the effectiveness of the program, recognition of the program's strengths, and action plans outlining the school's immediate next best steps for improvement.

Review Strategy

The review strategy is based on the quality criteria contained in this handbook. Through a combination of observations of the instructional program and its impact on students, interviews with students and staff at the school, and documented evidence presented to the program review team, reviewers develop an understanding of the nature of the school program and its current effectiveness. Then, by comparing this understanding with the high-quality standards of the quality criteria, the reviewers can determine the matches and gaps between the quality criteria and the school's program.

Establishing an understanding of the school program requires an organized effort. The understanding is developed by having a clear idea of the school curriculum; by observing a sample of students through a case study approach; by analyzing a broad sample of current students' work; by summing up the comments of the instructional staff, the counseling staff, administrators, parents, and the students themselves as to their current and past activities; and by reviewing instructional and management material used throughout the school. This knowledge forms the basis for the reviewers' judgments of the effects of instruction on various student populations enrolled in the school.

Responsibilities of the reviewers. The responsibilities of the reviewers are:

- To conduct the review thoroughly enough for the development of a clear and accurate understanding of the effectiveness of the instructional program
- To use that knowledge to make suggestions for increasing or sustaining the effectiveness of the program

In order to fulfill these responsibilities, each reviewer must also:

- Be fully conversant with the quality criteria and the process of the program quality review.
- Review thoroughly the curriculum frameworks, handbooks, K-8 curriculum guides, and literature related to the areas to be reviewed.
- Put aside any bias toward any particular program or method.
- Use the school data summary and the self-study findings to facilitate discussions with school staff and parents. These discussions should cover the curriculum and instructional program, determine how well it is working, and provide evidence sufficient to verify, extend, clarify, enrich, or repudiate those findings.
- Be able to reflect back to the school the picture he or she has developed of the current effectiveness of the school program.
- Recognize and support the program improvement efforts of the school community.

As the reviewers begin to understand what is happening for the students, they also seek to find out what processes at the school have contributed to what is actually occurring. The reviewers seek explanations from the school staff members as to why they do things as they do, how curriculum decisions are made, how the instructional program was developed, how it is supported and improved, how plans are implemented, and so forth. This analysis forms the basis of the reviewers' suggestions for improving instruction and guides the development of the action plans.

As the reviewers complete the review, a report of findings is prepared and shared with selected staff members and the principal who make up the leadership team. The report provides two types of findings: (1) the extent to which the quality of each aspect of the reviewed program matches the standard of the quality criteria; and (2) identification of areas that appear to be ready for improvement.

After the initial report of findings is shared, the final report is prepared by the review team. It includes concrete suggestions for improving or sustaining the effectiveness of the instructional program and recognizes practices of high quality. In developing action plans with the leadership team, the reviewers identify areas ready for improvement and both the school staff and the reviewers collaboratively plan the school's next best steps for improvement. Local, county, regional, and state resources are considered in the development of the action plans. High-quality programs and practices are also noted in a section of the report entitled "Recognition of Program Strengths."

Responsibilities of the leadership team (formerly the key school planners). The leadership team, a group of school representatives involved in the instructional program, is responsible for establishing a link between the review team and the school community. It provides information to the review team in a way that enhances the development of a complete and cohesive picture of the school's curriculum and instructional programs.

The leadership team, usually five to seven in number, is designated by the principal. It is made up of representatives from the classroom, curriculum or grade level chairpersons, program coordinators, resource or specialist teachers, or any other school staff members who are a significant part of the school's planning process. District personnel, school site council chairpersons, other committee or PTA chairpersons, and parents who are knowledgeable about the school's program may be included.

The leadership team assists the school community and reviewers in all aspects of the program quality review. The members also serve as leaders in the school's self-study process and assist the team in its information gathering efforts during the review preparation meeting and other formal and informal ongoing meetings. Their responsibilities also include (1) in a collaborative effort with the review team, building selected suggestions into action plans; and (2) providing active leadership roles in the school's implementation of these plans after the team leaves.

Responsibilities of the school community. While the review team is responsible for learning as much about the program as can be learned in a limited period of time, the school community is responsible for making sure that the team is gaining accurate and complete information about the program. A school community prepares for its program quality review by conducting a required self-study (Part II). A thorough review of their program with the quality criteria will enable the members to know how well their program is working and why. With this knowledge the school community will be able to assist the reviewers in gathering accurate information about the program so that the findings of the review, especially the suggestions for increasing the effectiveness of the instructional program, will be complete.

The responsibilities of the staff, parents, and community members involved in a program quality review are:

- To know the curriculum and planned instructional program and how they affect the students
- To be familiar with the program quality review process and the quality criteria
- To be involved as a total staff in the self-study and in identifying program strengths and areas in need of improvement in relation to the quality criteria by spelling out activities that are working and those that are not
- To be ready to share this knowledge with the review team and to be able to direct reviewers to the information they need to fulfill their responsibilities

METHODOLOGY

The methods used in gathering information about the program include observation, interview, and documentation. Information gathered through each method is verified by information from one or both of the other sources. When combined, the data gathered from the three methods should form a complete picture of the program. The use of specific procedures should ensure that the review will be thorough and consistent. This view of the program is then compared with the quality criteria. From that comparison come the suggestions or recognitions of program strengths. Throughout this process the reviewer will be guided by the quality criteria that identify areas of the program to be investigated and provide directions to reviewers for collecting information about the school program.

The criteria used for judging program quality describe the curriculum, instructional methodologies, and effectiveness strategies and their effects on the students. Each criterion contains features of a high-quality program. The reviewer's job is to determine to what extent each aspect of the program being reviewed fits the description of a high-quality program.

Classroom Observation

Through classroom observations the reviewers gather information about how the various instructional methods, the curriculum, and effectiveness strategies operate in the classroom setting. This information is collected to develop a complete understanding of the program and its effect on the student. Insight into the effects of the staff development activities, as well as instructional support and planning activities, also emerges through classroom observations. Upon entering the classroom, reviewers should spend a few minutes observing what is happening, remembering that they are putting together an initial picture rather than making a judgment at this point; that each impression will need to be verified through further observation and informal interview as well as through other sources; and that first impressions may be influenced by personal bias.

These initial observations should include:

- What the students are doing: Receiving instruction? Applying skills? Practicing newly acquired skills? Synthesizing and evaluating information? Waiting? Playing? Causing a disturbance?
- How the classroom is being managed: Is it task-oriented? Conducive to learning?
- What range of activities is taking place--from the acquisition of knowledge to higher-level learning skills
- How students are grouped and how individual assistance is provided
- How much time the students actually spend on the assigned activity: Do they know what to do?
- How students are applying the skills being learned
- How students with special needs are participating and performing in the classroom activities
- How the instructional settings are varied according to the needs of the student and/or what is to be learned

- Any evidence of balance in the curriculum (i.e., visual and performing arts, history-social science, and science)

The information gained through these observations is built upon using the curricular and schoolwide criteria. Classroom observation includes informal interviews with students and staff, based upon what has been observed, as well as the observation of activities.

Interviews

The basic information gained through reviewing the self-study and classroom observations is verified, clarified, and expanded through interviews. Interviews enable the reviewers to learn how the program came to be the way it is as well as to better understand the program as it is.

By using what is known about the curriculum and instructional program thus far, reviewers conduct both informal and formal group interviews. Examples of informal interviews include asking questions of the students and teachers in the classroom, talking with instructional aides working with students, talking with teachers in the teachers' lounge, and so forth. Formal group interviews are conducted with teachers, instructional aides, councils/committees, district personnel, support staff, and volunteers. The interviews serve several major purposes:

- Verifying data obtained from other sources
- Collecting data that have not been gathered from other sources
- Resolving conflicts in data collected
- Giving people the opportunity to share past experiences, present conditions, or future plans which the reviewers might not have uncovered
- Offering an opportunity for people to ask questions of the review team

Review of Data, Policies, and Other Documents

Documentation helps to verify, expand, and clarify what is learned through classroom observations and interviews. The information in the school data summary forms an initial base for the review as it contains a broad sample of information about the student population, adult and student expectations, the curriculum point of view, achievement information, and other data. Reviewers should not read documents for the sake of establishing that such recordkeeping exists but rather for the purpose of developing a complete understanding of what the program in action is really like. A school, on the other hand, should not create documents for the review team but should share meaningful data, policies, and other records that are useful to staff and parents in forming the program and helping it to move forward.

PROCEDURES BEFORE THE REVIEW

Making the Arrangements

Scheduling, mailing materials, and establishing liaisons between reviewers and the school district take place at the local level. Most districts will be affiliated with other districts with which they share personnel to provide a pool of trained independent persons required for review teams. Most offices of county superintendents of schools provide coordination services to assist districts in the formation of a consortium or other types of affiliation. Although there will be a variety of such arrangements, for the sake of simplicity in explanation, this section will assume the existence of a consortium of districts and the existence of a person designated to coordinate program quality review activities in the consortium. The reader should make appropriate analogies to the circumstances of the particular district being reviewed.

The lead reviewer's involvement with the review of a particular school is initiated by the consortium's program quality review coordinator. The coordinator will orient the lead reviewer to the procedures being used in the consortium, to materials and in-service training the school staff has received, and to responsibilities for contacting district and school personnel.

Contacting the school. Consistent with consortium's procedures, the lead reviewer will telephone the school principal to set up the program quality review. This call, usually a month before the review, should cover the following topics:

- Confirmation of schedule of events--times and dates of visits to the school by the lead and the full team
- Information the school should send to the reviewers ahead of time
- Information the school will receive ahead of time and how to get it
- Proposal of an agenda for the review preparation meeting by the reviewers, the principal, and the leadership team
- Curricular areas selected by the school on which the review will focus
- Procedures used by the school in preparing for the review, including a mandatory self-study
- Procedures used by the team before, during, and after the review
- Clarification of any concerns or questions

Meeting of the review team. Prior to the review, the lead reviewer should contact other team members to conclude all arrangements of time, place, and materials. The lead reviewer should discuss with each team member his or her background and experience with program quality review. Expectations for review preparation should be clarified and the overall schedule of events and review strategies determined. Finally, the plans and expectations for the review preparation meeting with the leadership team should be discussed.

A successful program quality review depends upon thorough preparation on the part of the review team. In addition to completing the necessary arrangements, the team will read, study, and discuss a variety of materials prior to the initial meeting with the school principal and the leadership team. Some of these materials will be obtained through the consortium coordinator, while others will be obtained directly from the school. The basic set of materials includes:

- Elementary Program Quality Review Training Manual, including the document Quality Criteria for Elementary Schools: Planning, Implementing, Self-Study, and Program Quality Review
- California Department of Education K-8 curriculum guides, frameworks, and handbooks in the curriculum areas selected as focus of the review
- Curriculum assessment results, goals statements, expectation statements, books in use, reading lists, achievements, others as determined by the school and the district
- School plan
- School data summary, including results from the previous program review
- Logistic information such as maps, schedules, staff roster, and so on

Study the curriculum materials. The curriculum materials prepared by the California Department of Education include state K-8 curriculum guides and curriculum frameworks and handbooks. These materials will be reviewed by the team. The purpose of this review is to ground the review team in what state and national curriculum leaders believe makes a quality program in their area and to provide the background standards which will frame the discussions between the review team and the leadership team on curriculum issues. In addition, the review of the curriculum materials will help the team in the analysis and assessment of the school's curriculum and in the formulation of suggestions which will have the best results for improvement.

The curriculum materials sent to the reviewers by the school--such as the goals and expectations, the school's curriculum assessment, the books in use in the classroom, required and elective reading lists, and so forth--should provide a sense of the curriculum offered by the school. It is important for the team members to be able to demonstrate a basic understanding of the curriculum offered when they first meet with the leadership team.

The reviewers will analyze how the curriculum offered by the school compares to the standards of the quality criteria and the expectations conveyed by the guides and handbooks in the curriculum materials prepared by the California Department of Education. Curricular issues to be discussed at the review preparation meeting with the leadership team should be identified and framed for discussion.

In preparing for the discussion on curriculum, reviewers should ask the following questions:

- What is the balance of subjects taught every student?
- Are there major gaps in the curriculum?
- What kind of balance is there between skills development and content in each curricular area?
- What books are the students reading?
- How are writing and oral presentation incorporated in each curricular area?
- How are the skills of interpretation, inference, critical thinking, problem solving, evaluation, and other higher-order skills incorporated into all curricular areas?

Evaluating the materials with respect to these questions will help identify the curricular issues to discuss at the review preparation meeting. The discussion will help resolve some of the issues and provide an indication of strengths and areas of improvement to be confirmed by observation and interview.

Read the school plan. A careful review of the school plan (including the school budget), especially those curricular areas selected for in-depth review, helps the reviewers understand what the school priorities are, what the planned program is to accomplish, and how.

Study the school data summary. The organization and interpretation of data in the school data summary should include demographic trends over time, student achievement patterns over time, attendance and other climate patterns over time, program evaluation reports, results from the previous program review, district and school policies related to curriculum, instruction, staff development, and school planning. This information will provide a picture of trends in student achievement, student enrollment, and school climate. In addition, reviewers will learn something of what the district and school philosophy is and what leadership priorities and practices are by reading policy documents requested from the school.

PROCEDURES DURING THE REVIEW

Conduct the review preparation meeting with the leadership team (formerly the key school planners).

The review preparation meeting should take place sometime before the first day of the review. The purpose of this meeting is to establish a common understanding among reviewers and the leadership team of what to expect during the review. The meeting is chaired by the lead reviewer. The lead reviewer and the principal should discuss in advance the purpose, roles, and process of the meeting. The agenda should include the following items:

- School background: The principal briefs the team on the historical and social context of the school. Recent events which have had a significant impact on school life are described.
- Program quality review background: The lead reviewer briefs the school people on the history and purpose of program quality review. The basic review methodology is explained and the roles of the team members are clarified.
- Curriculum discussion: This is the most substantial item on the agenda and usually requires the most time. The discussion should move through three steps:

    - Highlights of the content of the curricular documents, both the local materials and the criteria provided by the California Department of Education
    - Discussion of issues identified by the review team
    Establishment of expectations for the curriculum focus and strategy of the review, including identification of the school's choice of three in-depth areas for review; e.g., three curricular or two curricular and one schoolwide criteria

If the local point of view in the curriculum conflicts with that in the quality criteria, this conflict should be discussed. From this discussion should come a shared understanding of how curricular conflict will be managed during the review. Because the criteria were developed with the help of major state and national curriculum organizations, representatives of local districts, and eminent scholars, conflicts should be rare. Items to be discussed include:

- Self-study: Procedures and results of school self-study are presented and discussed.

- School plan: The school plan is discussed in order to determine how agreements about curricular instructional methodologies, school goals, and other issues were developed and are expected to be implemented.
- School data summary: Leadership team members and the review team discuss their interpretation of the data and information in the data summary, including past trends and future aspirations. The analytical value of the data is discussed with respect to review focus and strategies.
- Agreement and strategy focus: Next, agreement is reached on the basic strategic orientation the team will take, including areas of focus where a more in-depth look is most likely to be productive.
- Schedule of events: Final scheduling and logistics planning are worked out.

Introductory meeting with the school staff. Arrangements should be made for a short, informal meeting of the school staff and the reviewers prior to the beginning of classes on the first morning of the review. During this meeting, the reviewers will:

- Share the purpose of program quality review:

    - Compare the school program to the standards of the quality criteria to determine effectiveness of the instructional program.
    - Recognize program strengths.
    - Make suggestions for increasing the effectiveness of the instructional program.

- Alert staff members to the procedures that will be followed:

    - Observation in each classroom, including informal discussions with students and staff members and review of students' work

- Group interviews with teachers, instructional aides, support staff, councils/committees, parents, district office staff, as appropriate
- Review of curriculum materials, student achievement and other outcome data, schoolwide policies and procedures, and the school plan
- Report of findings

Classroom visits. The reviewers work with the school staff to ensure that all classrooms are visited and that resource specialist rooms, learning laboratories, media centers, and other areas where regular and special learning activities occur are included when appropriate.

Group interviews. The purpose of group interviews is to discuss with similar job groups (e.g., all teachers) the key issues of curriculum, instruction, staff development, and school improvement processes. The review team should base the interview questions on what has been learned so far. The interview should provide evidence for verifying or modifying the team's preliminary views, and extend its knowledge of the situation at the school.

Group interviews generally are scheduled for 30 to 45 minutes; however, the teachers' interview should be an hour or more.

Applying the Quality Criteria

The quality criteria are of two kinds--those that address specific curricular areas and those that address schoolwide program elements. Reviewers will note that while each criterion focuses on a specific part of the program, there are common themes that thread through each of the sets of criteria. In applying the curricular criteria, reviewers will observe instruction, review student work, and talk to students and instructional staff members to determine for each curricular area being reviewed:

- What constitutes the curriculum, including:
  - What is to be learned (as documented by the written goals and objectives of the curriculum)
  - What is being taught
  - What students are learning
- The extent to which lessons and assignments, including instructional strategies, material, media, equipment, and so forth, are appropriate to:
  - The curriculum to be learned
  - The needs of the students
- The extent to which lessons and assignments:
  - Extend beyond rote learning to application of what is being learned.
  - Employ the fundamental basic skills in acquiring curricular knowledge.
  - Challenge students to think and communicate their thoughts.
  - Enable students with special needs to succeed in the core curriculum.

Application of the Schoolwide Criteria

In applying the schoolwide criteria, reviewers will talk to staff members, observe them at work, observe the interactions among staff members and students, and observe the operations of the school program to determine schoolwide effects on learning. Reviewers will determine:

- The extent to which the culture of the school revolves around the joy and importance of learning
- The degree of alignment of the allocation of human and material resources, including staff development efforts, with curricular and instructional goals
- The extent to which the school is actively engaged with the parents and the wider school community in common support of school and community goals
- The presence of a viable, ongoing school improvement process

Development of Suggestions, Action Plans, and Recognitions of Program Strengths

Suggestions for increasing the effectiveness of the school's program will be framed by the review team members as they compare what has been learned about the program and its impact on students to the quality criteria. These suggestions may be reviewed by the leadership team for their input. Both teams will select three suggestions from the in-depth areas identified by the school; e.g., three curricular or two curricular and one schoolwide criteria that will be developed into action plans. These plans will identify comprehensive activities that will have the greatest impact on the program and will lead to improved effectiveness in many areas. In addition, these plans will include a variety of strategies for implementation, inclusion of resources (human, material, fiscal), designation of responsible person(s) for implementation of activities, ongoing monitoring and evaluation, and time frames or completion dates.

A calendar of implementation for the remaining suggestions will be developed collaboratively by the program quality review team and the school's leadership team. Activities may or may not be included, depending on available time at that point in the review.

In developing recognitions of program strength, the review team will consider the following criteria:

- A program or an aspect of a program that reflects the high quality in the quality criteria
- An aspect of the program in which significant improvement has occurred
- A high-quality program that is in place for all students
- Collected information that supports and warrants the recognition

These criteria make it possible to recognize outstanding programs or aspects of programs that are in place at a school. The term "recognition of program strength" is used in lieu of "commendation" and requires supporting evidence related to the quality criteria. Individuals should not be singled out for this recognition.

Cautions About Applying the Quality Criteria

No matter how well designed the procedure or how well prepared the reviewer, there will always be difficulties judging program quality. Reviewers should be aware of these difficulties and the potential consequences of each.

Overgeneralizing. Necessarily, the review is limited to a sample of situations for a given point in time, curriculum content, students, and so on. Merely assuming that this limited sample is typical is a mistake of overgeneralization. To avoid overgeneralization, the initial impressions from observed samples must be supported by relating what students are doing to the work they are producing. This current work is then related to samples of past work from the last several weeks. The observed activities and students' work are discussed with the teacher, and explanations of how the activities fit in with the overall program for the year are asked for. The teacher's explanation is an important step in generalizing. Finally, observations in the various classrooms should be related to schoolwide programs and plans for programs. Reviewers should discuss this relationship with the teacher, with people active in planning, and with school leaders, especially the principal. By fitting observation and explanation together in this way, it is possible to construct a historical picture of the school program and tie it to the observed experiences of students. It is this picture and the tie to students which provide the framework for generalizing from specific observed data.

Considering all student populations. In judging the extent to which each aspect of the program matches the standards of the quality criteria, reviewers must consider all student populations. When virtually all student populations receive curriculum and instruction as described in the quality criterion, that aspect of the program is recognized as high quality. If, however, a specific population of students was receiving curriculum and instruction of quality less than that described in the criterion, the review team would frame a suggestion for improving the quality of program received by those students.

Too impressionistic. While initial impressions are a valuable guide for pursuing a line of investigation, they should be validated or rejected by careful examination of appropriate evidence. This evidence should include teachers' explanations, students' work, or classroom observation. Initial impressions can be based upon situations which are not typical of the school. Reviewers are cautioned not to let these impressions color the review without verifying them.

Too analytical. The reviewer should not just set upon the school as an active information gatherer, ferreting and figuring the whole time. This can lead to collecting data simply for the sake of collection rather than looking for the qualitative effect on the program. Reviewers should give the school an opportunity to disclose itself in its own way. Reviewers should, therefore, spend some time quietly allowing the atmosphere and tempo at that school to present itself.

Personal bias for or against specific materials or programs. Use the criteria and procedures in this manual. Reviewers should keep in mind that what would not work in one situation may work in another. Reviewers must be certain to observe how a program works for the school, rather than judging how it would or did work for them. Just because a program was best for a reviewer at his or her school does not mean that it should be judged as effective in another school.

False positive. This costly mistake occurs when a school staff is doing a poor or mediocre job and the reviewer commends the staff for doing a very good job. When this mistake is made, the incentives for improvement are undermined, and the arguments for maintaining the status quo are reinforced by the review.

False negative. Although this mistake can be most upsetting, it is not always as bad as the false positive. Schools which are found to be effective but not up to the quality criteria are often upset that they did not receive a top finding (just as students used to getting A's complain the most over B+ grades). In many cases, these schools are strong and confident enough in their self-study to brush off the effect of a false negative. In some cases, however, especially in schools which have made progress in developing more effective programs, a false negative rating can be demoralizing.

Reinforcing facades. An error is reflected when the program quality review process collapses into a game. While concern for fairness is very important, it is less important than concern for the real job of educating students.

Overattention to the technology and procedures of program quality reviews may subvert the intended effects on education and create a "fair" but expensive and wasteful game. Some school and district personnel complain that trying to do well on program quality review forces them to waste time building facades instead of teaching the students. Reviewers should not reinforce facade building in schools which want to do well. Reviewers should concentrate on students' learning rather than paraphernalia of instruction.

Ongoing Discussion with the Leadership Team

During the review, several times will be set aside for informal and/or formal discussions with the leadership team. These meetings serve to keep everyone abreast of:

- How the review is proceeding
- Areas in which information is incomplete or missing
- Scheduling problems
- Feedback on what has been learned about the program so far

In addition, the meetings provide an opportunity for the team to receive feedback about how the review is being perceived by the school community and to receive additional information.

Ongoing Meetings of the Review Team

Throughout the review, the reviewers must meet frequently to ensure consistency in their perceptions of the program, the process of review, and their concepts of areas for improvement.

The times that have been found to be most productive for meetings of reviewers are:

- Following the first few classroom visits--to establish commonality of observation
- Preceding group interviews--to determine questions to be explored and issues to be raised
- At the end of each day of the review--to discuss quality findings and suggestions for those aspects of the program needing no further clarification, and to design strategies for collecting additional information and/or resolving conflicts in information
- Preceding the preliminary report to the leadership team, at which time quality judgments and suggestions for increasing the effectiveness of the instructional program are prepared and the roles determined for the report to be made to the leadership team. By the end of this meeting, suggestions should be framed, based on what has been learned about the school.

How the Report Is Developed

Preparation for the report of findings is concurrent with the process of program quality review since the report is based on all the information the review team and leadership team have gathered through the investigatory methods of observation, interview, and review of documents.

Conferences of the review team members, held throughout the review, form a basis for the report. A picture of the school emerges from these conferences as reviewers:

- Identify areas that require more information and plan strategies to collect it through observation, interview, and discussions with the leadership team.
- Review the school plan and all documented information gathered during the visit.
- Compare information collected with the key ideas in the quality criteria.
- Identify potential areas for suggestions, recognizing the school's own improvement process.
- Identify the local and regional assistance resources by curricular areas so that suggestions may be coupled with the action plans.
- Decide on the order of the preliminary report to the leadership team, how the discussion is to be guided and by whom, and the responsibility each reviewer will take.

Development of the Report of Findings

Early on the last day of the review, after all observations and interviews have been completed, the review team will meet with the principal and the leadership team members who attended the review preparation meeting. This meeting has four objectives:

- To report findings and preview suggestions
- To select the suggestions in the in-depth areas to be developed into action plans
- To complete, in a collaborative effort, the action plans by adding the implementation processes to these suggestions
- To plan the best way of presenting findings to the entire staff

During the development of the report with the leadership team, the review team presents what it found when the members compared what they had learned about the program and its impact on the students with the quality criteria. Questions about these findings will be answered, information verified, and the analytical portion--the information the team has collected that seems to identify what is preventing a high-quality program--of the report of findings will be framed. The cooperation and collaboration of the leadership team are essential in providing suggestions that are meaningful and are likely to produce results, and providing a bridge between the review team and the rest of the school community so that perceptions are viewed as valid.

It is important for all involved to recognize that the development of the report of findings is a working meeting. After the major findings of review are shared and discussed and the team's recognitions of program strengths and suggestions are presented, the main task of the meeting can be addressed -- determining which two suggestions will be fully developed into action plans and which will remain suggestions. In a mutual effort the review team and the leadership team will build the selected suggestions into action plans. Also, a calendar of implementation for the remaining suggestions will be developed if time is available during the review. The completed action plans will include proposed activities, strategies for implementation, resources needed, and ongoing planning and evaluation activities. Finally, these suggestions and agreed-upon action plans are woven into the report of findings as a working document to be used by the school to guide further improvement efforts.

The lead reviewer must conduct the developmental meeting in a way which elicits involvement from school staff. Many schools will be knowledgeable about program quality review practices and procedures and will be ready to take an active collaborative role in the process. At other schools, the leadership team will want the review team to assume the majority of the responsibility for reporting to the school and framing the action plans. It is the responsibility of the lead reviewer and the team members to assess the readiness of the leadership team to participate in the report of findings and to plan activities in accordance with the abilities of the staff.

Report of Findings

The report is both a written and oral presentation delivered at the conclusion of a program quality review which grows out of a discussion of review findings between the review team and the leadership team. It is the means through which the analytical portion of the review is linked to assistance resources within the school, district, county, and region and is then communicated to the school community. It is the most critical element of the entire review process.

In summary, the report should include the following major elements:

- Written feedback regarding the school's self-study process, product, and recommendations for improvement
- A summary statement that addresses student and school performance data reflecting a match between the data and report of findings
- A summary paragraph addressing the school's implementation of the action plans and suggestions from the previous review
- The result of the review of the school's curriculum and instructional program and how it affects the students
- The action plans and suggestions for improving the effectiveness of the planned program, including the resources available for supporting the action plan

- The review process as a model for collecting and analyzing information about the planned program in a way that results in improvements in the effectiveness of the curriculum and instructional methodologies

These elements are woven together to provide information to the school as to how the effectiveness of the program can be sustained and/or increased.

A successful report of findings is a stimulus for continuing program improvement. It not only confirms and extends the knowledge that staff and parents have about their program but also assists the school in gathering and organizing resources supportive of the school's plan for improvement.

The information the review team has gathered at the site, its best judgments about the quality of the curriculum and instruction, and the suggestions for increasing the effectiveness of the instructional program are communicated in two phases:

- During the development of the report of findings with the leadership team, the team recounts its findings, plans the best way to present these findings to the staff, and collaborates on the development of selected suggestions into action plans.
- The report of findings, offered at an open meeting of the entire staff, district representatives, council, parents, and community members, communicates implementation progress from the previous reviews, school data analysis, self-study feedback, the results of the analysis of the school's curriculum and instructional program, recognitions of program strengths, suggestions, and action plans that address selected suggestions in a way that encourages efforts to continue program improvement.

This two-phase reporting sequence helps determine that:

- The analysis of program quality will be presented in such a way as to encourage improvement efforts at the school.
- The suggestions and developed calendars are appropriate and are likely to yield positive results.
- The action plans will be complete and fully understood by staff and reviewers.
- The leadership team and school site council will become actively involved in the review and improvement procedures so that they may use similar methods when other curricular areas are to be reviewed within the school's own self-study process.

Delivery of Report of Findings

Following the developmental meeting with the leadership team and the joint development of selected suggestions into action plans, the report of findings is presented to the remainder of the school staff, parents, and district office and community members. This report may be presented by the review team or a combination of the review team and the leadership team. The purpose of this report is to:

- Present the findings of the review to the school community.
- Provide the supporting evidence that contributed to the analysis of the program.
- Present the suggestions. Expand on the written statements by sharing the ideas and recommendations of the review team and the leadership team on how the school staff and parents can use the planning/evaluation process in their school plan and for continued program improvement.
- Describe the action plans and resources that support the suggestions.

The final and lasting impression at the school will be a professional, clear presentation that effectively recounts the analysis of the planned program; reports the findings of the program quality review; recognizes the strengths of the program; and frames the school's improvement efforts through appropriate suggestions.

In presenting the report, the review team and participating leadership team members will:

- Emphasize that the review is of the whole planned program, not of individual classrooms or particular parts of the program.
- Explain how the quality criteria are used and how they relate to each other.
- Recognize the effort expended by staff and others in implementing the program and/or their effort in improving their program.
- Present the findings, recognitions of program strengths, suggestions for increasing program effectiveness, and the action plans developed collaboratively by the review team and leadership team.
- Thank the school community for its hospitality.

PROCEDURES AFTER THE REVIEW

Action Plans in School Plans

The report of findings is a significant portion of the ongoing monitoring and evaluation of the school program for the purpose of modifying the school-level plan. Well-written action plans should be of significant scope and detail that they can be lifted from the report and placed in the school plan. Action plans should contain (a) activities; (b) a calendar; (c) people responsible for implementation; (d) supporting resources; and (e) an evaluation component.

Role of School Site Council and Leadership Team

In School Improvement schools, the school site council (SSC) assumes an active part in monitoring the follow-up activities that will grow out of the formal program quality review process and the report of findings. In all schools the leadership team should take an active role in the implementation of the suggestions as well as the action plans.

For example, the school site council and the leadership team might conduct a yearly evaluation of the program with regard to:

- Action plans and suggestions that have been fully implemented
- School and district personnel who played a role in implementation
- Implementation of the program and how it affected student experiences and/or the school organization
- Action plans and suggestions that have not been implemented and the reasons why implementation did not take place

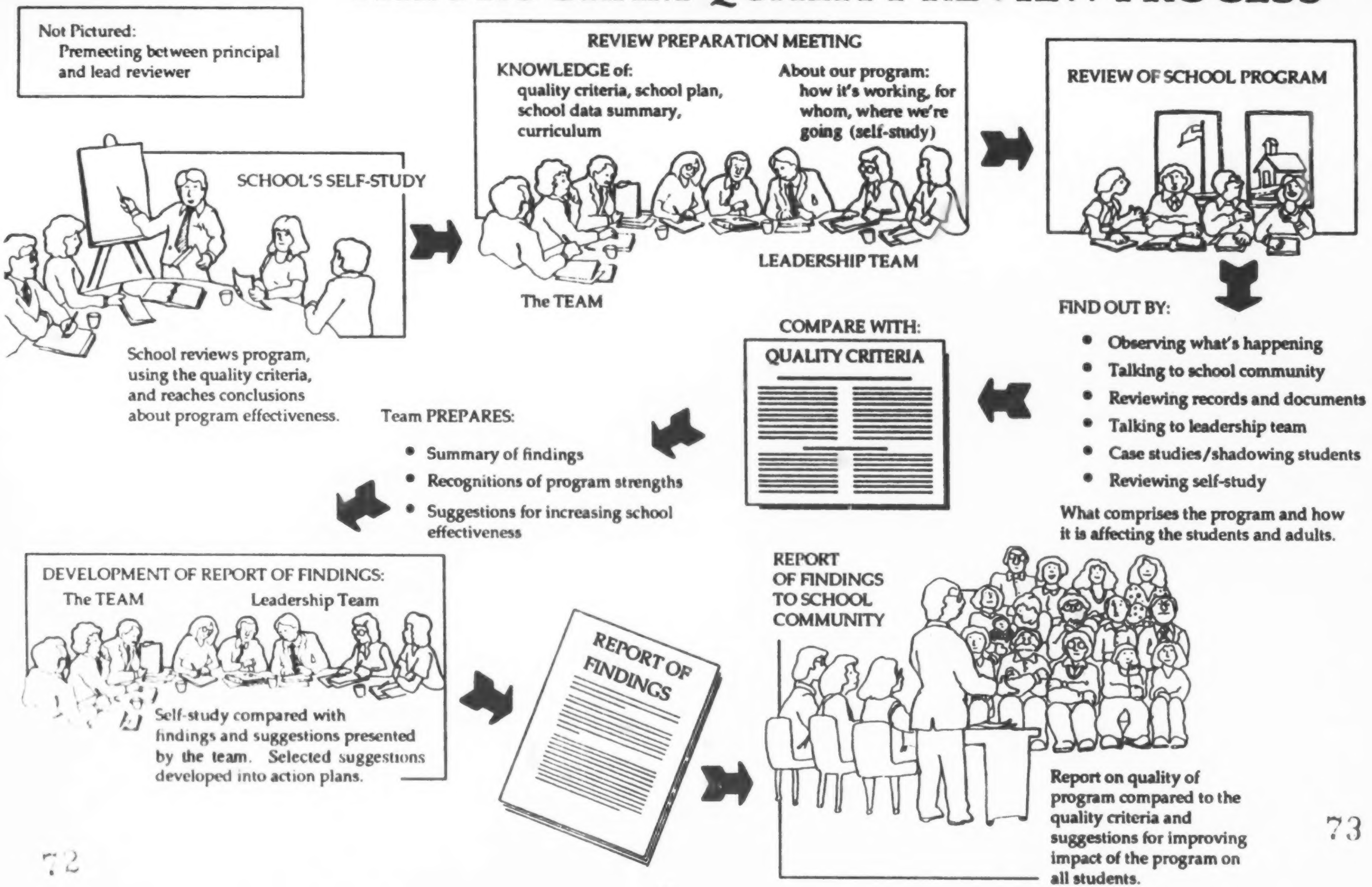
Such an evaluation might be shared with the membership of the school site council and leadership team, school staff, school community groups, district office, local board of education, consortium coordinator, and the California Department of Education.

Role of School and District Staff

The decisions about who will assist in implementing recommendations or modifying the planned program rest with the school and the district staff. For follow-up assistance in implementing the action plans for program improvement, the school personnel should contact their district resources, offices of county superintendents of schools, the California Department of Education, private or public institutions, staff development centers within their areas, or whatever they decide would be best for them.

Program quality reviews are monitored by the California Department of Education, and the results are used to provide assistance to schools, districts, offices of county superintendents of schools, and regional resources.

THE PROGRAM QUALITY REVIEW PROCESS



Not Pictured:
Premeeting between principal and lead reviewer

SCHOOL'S SELF-STUDY

School reviews program, using the quality criteria, and reaches conclusions about program effectiveness.

REVIEW PREPARATION MEETING

KNOWLEDGE of:
quality criteria, school plan, school data summary, curriculum

About our program:
how it's working, for whom, where we're going (self-study)

The TEAM

LEADERSHIP TEAM

REVIEW OF SCHOOL PROGRAM

FIND OUT BY:

- Observing what's happening
- Talking to school community
- Reviewing records and documents
- Talking to leadership team
- Case studies/shadowing students
- Reviewing self-study

What comprises the program and how it is affecting the students and adults.

COMPARE WITH:

QUALITY CRITERIA

Team PREPARES:

- Summary of findings
- Recognitions of program strengths
- Suggestions for increasing school effectiveness

DEVELOPMENT OF REPORT OF FINDINGS:

The TEAM

Leadership Team

Self-study compared with findings and suggestions presented by the team. Selected suggestions developed into action plans.

REPORT OF FINDINGS TO SCHOOL COMMUNITY

Report on quality of program compared to the quality criteria and suggestions for improving impact of the program on all students.

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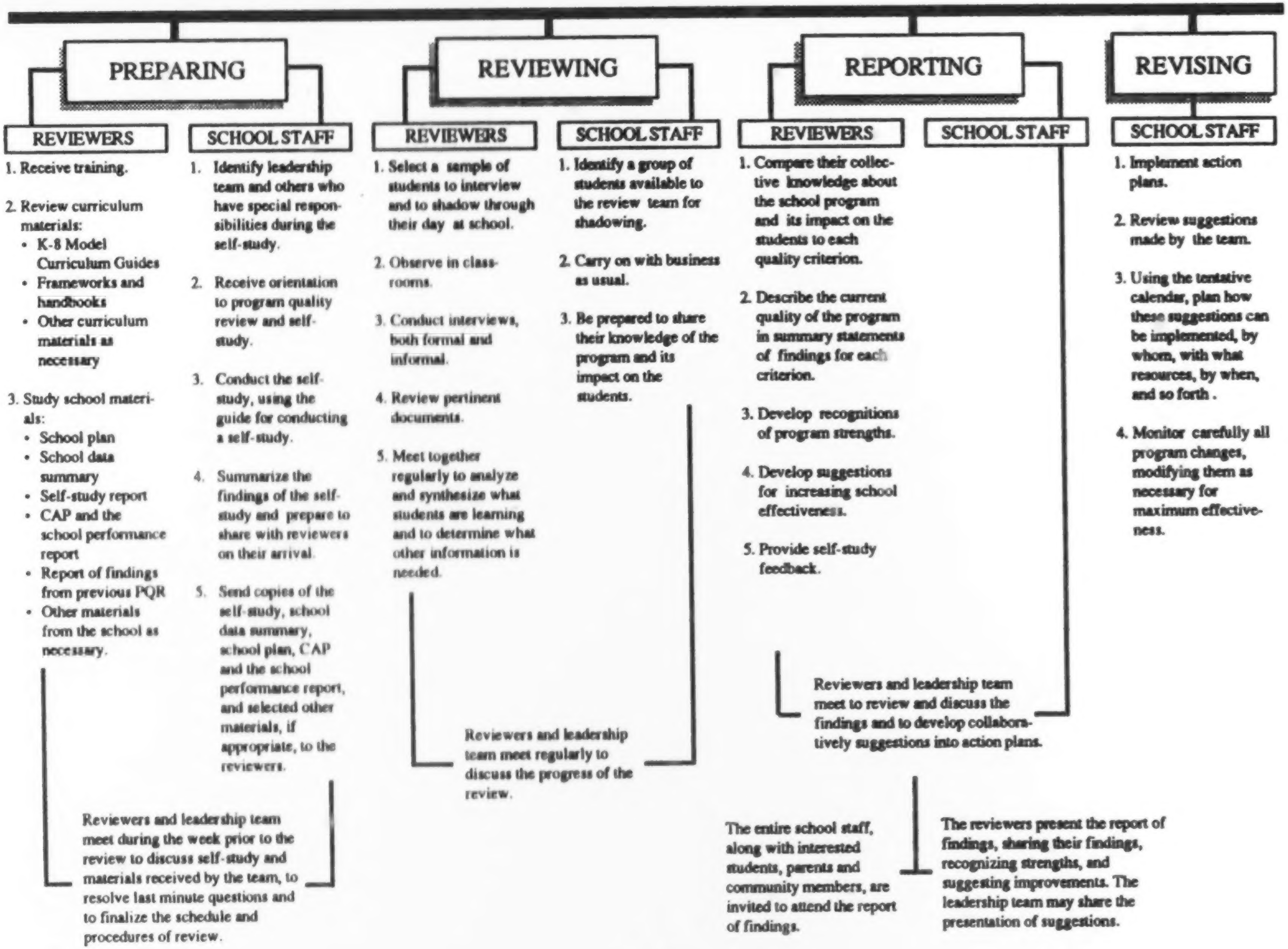
FOUR STAGES OF PROGRAM QUALITY REVIEW PROCESS FOR ELEMENTARY SCHOOLS



PREPARING

REVIEWERS

1. Receive training.
2. Review curriculum materials:
   - K-8 Model Curriculum Guides
   - Frameworks and handbooks
   - Other curriculum materials as necessary
3. Study school materials:
   - School plan
   - School data summary
   - Self-study report
   - CAP and the school performance report
   - Report of findings from previous PQR
   - Other materials from the school as necessary.

SCHOOL STAFF

1. Identify leadership team and others who have special responsibilities during the self-study.
2. Receive orientation to program quality review and self-study.
3. Conduct the self-study, using the guide for conducting a self-study.
4. Summarize the findings of the self-study and prepare to share with reviewers on their arrival.
5. Send copies of the self-study, school data summary, school plan, CAP and the school performance report, and selected other materials, if appropriate, to the reviewers.

Reviewers and leadership team meet during the week prior to the review to discuss self-study and materials received by the team, to resolve last minute questions and to finalize the schedule and procedures of review.

REVIEWING

REVIEWERS

1. Select a sample of students to interview and to shadow through their day at school.
2. Observe in classrooms.
3. Conduct interviews, both formal and informal.
4. Review pertinent documents.
5. Meet together regularly to analyze and synthesize what students are learning and to determine what other information is needed.

SCHOOL STAFF

1. Identify a group of students available to the review team for shadowing.
2. Carry on with business as usual.
3. Be prepared to share their knowledge of the program and its impact on the students.

Reviewers and leadership team meet regularly to discuss the progress of the review.

REPORTING

REVIEWERS

1. Compare their collective knowledge about the school program and its impact on the students to each quality criterion.
2. Describe the current quality of the program in summary statements of findings for each criterion.
3. Develop recognitions of program strengths.
4. Develop suggestions for increasing school effectiveness.
5. Provide self-study feedback.

SCHOOL STAFF

Reviewers and leadership team meet to review and discuss the findings and to develop collaboratively suggestions into action plans.

The entire school staff, along with interested students, parents and community members, are invited to attend the report of findings.

The reviewers present the report of findings, sharing their findings, recognizing strengths, and suggesting improvements. The leadership team may share the presentation of suggestions.

REVISING

SCHOOL STAFF

1. Implement action plans.
2. Review suggestions made by the team.
3. Using the tentative calendar, plan how these suggestions can be implemented, by whom, with what resources, by when, and so forth.
4. Monitor carefully all program changes, modifying them as necessary for maximum effectiveness.

PART IV
PROGRAM QUALITY REVIEW CRITERIA

Program quality review plays an important part in achieving excellence in our schools. The review is a time for school staff members to step back from the press of day-to-day responsibilities to observe and discuss the effectiveness of their program. Such self-observation and discussion should occur before, during, and after the visit of the trained team from outside the school. The immediate benefits of basing program quality review on a foundation of self-study are the decisions and plans to make specific improvements in the school curriculum and instruction. The ultimate benefit is improvement in student learning.

The quality criteria are designed to serve as the basis for both the visiting review team's and staff's reviewing of the school. The standards of quality are premised on two tenets--what makes an effective school and what is an educated person. Both beliefs grow from traditions of public schooling in American democracy. These ideas have been refined by recent experiences and research in efforts to improve schools.

What are the characteristics of an effective school? The Task Force on Standards for Effective Schools has identified 16 factors it believes are found most often in California schools with effective instructional programs:

- Academic focus
- Rigorous content
- A safe and orderly environment
- Coordinated curriculum
- Maximum use of time
- Regular homework
- Opportunities for student responsibility
- Teacher-directed instruction
- Variety of teaching strategies
- High standards and expectations
- Regular assessment
- Instructional leadership
- Widespread recognition
- Home-school cooperation and support
- Structured staff development
- Sense of community

What should students be like as they emerge from elementary school on their way to becoming well-educated adults? Students should have a solid foundation in three kinds of learning: skills, knowledge, and values. A solid foundation of skills includes both the rudimentary skills, such as a comprehension of number facts in mathematics, and the higher level skills, including learning how to formulate and solve problems, how to analyze and interpret information, how to draw inferences, how to evaluate complex situations, how to think critically, how to express thoughts logically and clearly in written and oral form, and how to form independent judgments. The knowledge students acquire should have a clear academic focus, building on a base of language arts and mathematics skills. Students should have extensive experience with literature, science, history-social science, visual and performing arts, physical education, and health.

Finally, students should understand the values that are the cornerstone of our democracy. They should develop a basic sense of civic responsibility and the beliefs that form the ethical and moral bonds of our society.

To give students this foundation, the school must plan and carry out a quality curriculum. The core of this curriculum should be clearly defined, and instructional materials, instruction, and assessment should be aligned so that every student is guaranteed instruction in an agreed-on balance of skills, knowledge, and values. Grade-level expectations should be established for readings in literature, history-social science, and science; for quantity and quality of writing assignments; for field and laboratory experiences in science; for homework assignments, both as independent practice and long-term projects that extend and deepen knowledge; and for oral presentations and discussion. These rich and active learning experiences should encompass the major skills, knowledge, and values of the elementary curriculum. Alignment of instructional materials, assessment, learning activities, and instruction with clear curricular goals is a major factor in school effectiveness.

Students with special needs also need this solid foundation of learning. Services designed for meeting special needs of educationally disadvantaged, limited-English-proficient, and handicapped students should be geared toward helping students succeed in the regular program. Services for high-ability students should remove ceilings, raise the conceptual level, and extend the depth and breadth of the regular program. These services should not displace a balanced curriculum. In addition to the traditional categorical needs, for which additional funds are often available, the regular program should also focus on other groups of students, such as the average students and the quiet, nondisruptive underachievers.

The standards for quality in this document incorporate what is known about the effect of sound pedagogical practice on students. The amount of time students are actively engaged in learning correlates with how much they learn. Students engage themselves in learning when their natural curiosity is focused on the content of the curriculum, when they are active participants in learning, and when they are challenged by the task and yet have a high chance of succeeding. To create such quality learning experiences, teachers must plan and carry out an orderly flow of engaging classroom activities which focus students' interest on the curriculum content. While students need to develop the self-discipline to work independently, learning requires direct contact with the teacher at certain critical times. These times include initial exposure to new content and skills and to modeling. The critical times also include promptly responding to students' work (especially to check preliminary understanding and during initial practice of new skills), coaching the students during extended applications of previously learned material, and guiding and encouraging students to think and

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use what they learn. The teacher's enormous influence on the climate of the classroom is of great importance in developing the students' sense of the value of learning and their intellectual, social, and personal abilities. Finally, each child's fundamental need to be recognized, respected, and cared for is the foundation for the teaching/learning relationship.

In the effective elementary classroom, teachers have primary responsibility for instruction. The primary focus of the teacher's time is on instruction. A variety of teaching strategies is employed, based on both the content to be learned and the needs and strengths of the student. Learning time is extended through regular homework, and the student's progress is monitored through regular assessment.

School is a place to learn. All children have the right to an environment conducive to learning, free from threats of disruption, and rich in rewards for good learning behavior. Students feel secure and have good morale when they believe their school operates on the basis of clear rules and expectations. Students can count on all staff to apply the rules fairly and with consistent consequences. The students' academic learning time is protected from disruptions, whether the source of disruption is other students or staff members attending to noninstructional activities. The potential disruptive effects of pull-out programs on the intended beneficiaries have been minimized by using in-classroom services coordinated with the students' regular program. Staff attention is allocated justly to all students, with an emphasis on responding to the students' positive efforts to learn. Thus, the shy, quiet children receive their share of appropriate encouragement, along with those with more confidence and those who create disturbances. Likewise, staff members are treated justly, with an emphasis on acknowledging excellence in teaching.

A major strategy in improving and sustaining the effectiveness of a school is staff development. The program quality review standards are premised on two factors associated with quality staff development programs: (1) alignment of the content of the staff development program with agreed-on school goals and priorities; and (2) application of sound pedagogical methods in delivery of the staff development.

The school's plans for improvements in curriculum and instructional methods will have direct implications for the content of staff development. There should be broad participation in the planning of the program, and unique needs of staff members should be met. The major allocation of staff development resources should be for priority improvements in curriculum and instruction. For staff development to have the intended effects on staff, it must, in itself, be an example of good instruction. For example, if the staff members are learning new skills, there should be modeling of the skills and practice and follow-up coaching should be provided for staff members in their own classrooms. In other words, staff development should be designed as a high-quality learning experience for adults.

Strong leadership is a critical factor in planning, implementing, and evaluating a school program which is effective for students. Leadership is not merely certain attributes of an individual, but rather the focusing of the working relationships of everyone at the school on a common purpose. What people expect from, and deliver to, one another should be primarily influenced by their shared vision of what they are trying to accomplish. The organizational structures, management systems, formal and informal allocations of recognition and status, and the appropriation of resources, especially time, should all reflect the priorities inherent in this common purpose.

Clearly, the principal's role is to provide effective leadership. The principal can clarify the vision and channel the resources (human and fiscal), systems, and organization toward that vision. The principal should place priorities on setting goals and high standards, supervising and evaluating instruction, coordinating the curriculum and monitoring student progress, and supporting staff. But the principal cannot single-handedly create effective leadership. As staff members show initiative in furthering the achievement of the common purpose, they should be encouraged to take such initiative. Each staff member has some responsibility for supporting both administrators and colleagues in their efforts to achieve the common purpose.

There are a number of ways in which the sharing of a common purpose is cultivated. The particular mix and sequence will depend on the personal strengths and weaknesses of administrators and staff at the school, as well as the current situation at the school. Nonetheless, ingredients which bring about commonality of purpose include (1) commitment of the school board, superintendent, and principal; (2) professional consensus; (3) broad participation in the development or refinement of the purpose; and (4) the inspiring leadership of one or more individuals. Finally, for the common purpose to have a positive effect on students, the purpose must be based on a valid idea of what an educated person should learn at school; it must encompass aspirations for all children; and it must incorporate a sensible idea of what makes a school effective.

QUALITY CRITERIA

THE CURRICULAR CRITERIA

- Language Arts
- Mathematics
- Science
- History-Social Science
- Visual and Performing Arts
- Physical Education
- English as a Second Language
- Foreign Language

THE SCHOOLWIDE CRITERIA

- Instructional Programs: Schoolwide Effectiveness
- Special Needs
- Learning Environment
- Staff Development
- Leadership
- Planning, Implementing, and Evaluating the School Program

LANGUAGE ARTS

The language arts criterion focuses on the effect of the language arts program on students. The criterion promotes a meaning-centered literature program which is planned and developed for all students. Through such a program, elementary students gain (1) a solid body of knowledge derived from a common cultural heritage which reflects the contributions of the diverse ethnic and racial groups that make up the United States; (2) experiences in confronting important human issues; (3) personal, ethical, social, and aesthetic values; and (4) effective listening, speaking, reading, and writing skills. The program includes (1) the study of significant literary works; (2) instruction which uses and builds on students' backgrounds of experiences; (3) the integration of listening, speaking, reading, and writing; and (4) the incorporation of these four processes throughout the elementary school curriculum. This criterion also focuses on effective instructional methodologies and a broad range of assessment methods.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and service; and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
Significant literature is the basis of the English-language arts program in which core works from a variety of genres selected to accommodate a variety of cultural perspectives, individual tastes, developmental concerns, and personal experiences are studied in depth by students. Human dilemmas and values are confronted, and higher level thinking skills are employed as students derive and convey meaning in order to clarify their own understanding of basic human values.	A skill-based, worksheet-oriented program is provided in which skills are taught in isolation and deal primarily with concerns of reading levels and superficial treatments of values in safe, diluted, or sterile texts dealing with trivial subjects or condescending themes.
The elementary curriculum is part of a systematic, articulated K-12 program with outcomes resulting in new insights into the human condition, knowledge that adds to students' emerging world view, ability to think critically about ideas and concepts, independence in using the language arts tools, and pleasure from reading quality literature for its own sake.	No grade-level continuity is evident. The curriculum is fragmented from grade to grade or school to school.

Skills are taught in context and the language arts processes of reading, writing, listening, and speaking are interrelated and serve as tools for learning as students bring their prior knowledge to bear on comprehending text. Students receive direct instruction regarding the conventions of language when these have not already been acquired through reading and oral discourse.

Instruction

All students including LEP, gifted, compensatory education, and special education have access to a core program which is literature-based, meaning-centered, and holds expectations that all students are capable of learning.

Through large group settings, collaborative groups, and partners, they discuss ideas and values in core and other literary texts with the focus of instruction on helping them develop new insights into their own lives and those of others.

A range of thinking skills taught in the context of worthwhile literature is essential to instruction. A wide range of thinking develops as students read, write about, and discuss the meanings they discover through this literature.

Students in all subjects learn to use the writing process flexibly, with attention to the different strategies necessary for the different kinds of writing seen in the real world. The sequence of writing instruction begins with encouraging fluency and content before correctness of form, handwriting, and spelling. Students focus on making sense of what they read, write, and discuss, and teachers assess progress according to the principles of emergent literacy.

Skills are taught one at time and as ends in themselves without connection to students' prior experiences and the expectation that these skills will add up to students' ability to read and write well.

The program separates students into categories and is remedial in nature, accelerated for only a few, or disconnected in concept and approach.

Skill sheets are central to the curriculum. Students passively complete skill sheets and read controlled vocabulary stories in order to develop correct speech and written products and comprehend single interpretations. Formal teaching of literature as the study of plot, character development, and thematic interpretation prevails. LEP and other minority students do not experience the common core curriculum.

Thinking is perceived as distinct, separate, and hierarchically arranged levels. Thinking instruction is separated from the language processes and content.

Only low-level writing tasks are taught, often without purpose and separate from students' ideas. Students are taught formulas for written products; e.g., the 5-paragraph essay and the paragraph with a fixed topic sentence. The purpose is correctness according to predetermined adult standards. Handwriting and spelling are taught as distinct separate subjects apart from the literature-based writing process.

Oral language proficiency is encouraged through a variety of individual and group listening and speaking activities in settings where meaning is sought and negotiated from literature.

The teaching of phonics is done quickly and efficiently in the early grades. This instruction is kept simple and in context in order to help students map the relationship between letters and sounds; it is discontinued once students learn to rely on meaning cues for comprehension.

School Environment

Teachers encourage mastery of the language arts skills in all subject areas. They introduce and model the reading, writing, and thinking strategies students are to employ throughout the day.

The entire school community supports and models the effective use of all the language arts.

Home Environment

The school promotes a home environment in which parents serve as good models and help their children with their school work by providing a safe environment conducive to learning. They are supportive of their children's school work and engage in reading, writing, and speaking activities with their children.

Staff Development

The school in-service education programs address the development of a broad background in literature, methods appropriate to a literature-based curriculum, research on learning, and resources offering help in the design and implementation of the language arts program.

Only the best students are encouraged to speak, and the activities are not connected to reading and writing. Opportunities for self-expression in individual and group settings are limited. Verbalization consists of one-word responses to teacher's questioning.

Phonics and word study are intensive and carried on through the upper grades. Rules of decoding and English mechanics are taught in isolation in hopes for later transfer to real-life writing and reading situations.

Instruction in the language arts skills is relegated to the reading and language arts lessons. Teachers and other adults in the school infrequently share their reading and writing with students.

Members of the school community demean the importance of language arts skills and serve as poor models.

The school does little to solicit help from parents who are passive with regard to their children's language use and school work. They do not provide a home environment conducive to developing good study habits and minimize the importance of learning and schooling.

Teacher in-service education is rare and is focused on instructional methodology and the teaching of isolated language skills. Knowledge of subject matter is not emphasized.

Assessment

The assessment program reflects the purposes of the curriculum. It covers the full range of goals of the English-language arts program, aligns with what students are expected to learn, and provides alternate strategies and forms of testing. Assessment is based on students' work over time and relies on their written and oral work and not just objective testing during and following the completion of their work.

INTEGRATED CURRICULUM

All students learn the language arts in a full, balanced, and integrated curriculum which is literature-based and meaning-centered and which draws on students' experiences. The curriculum enables students to gain knowledge and acquire skills through a planned developmental program from kindergarten through grade six. The processes of listening, speaking, reading, and writing are integrated in a total learning program. All students receive intensively directed and student-centered instruction which helps them to comprehend, appreciate, and respond to significant core works.

Students develop positive attitudes about themselves and others and become aware of values, ethics, customs, and beliefs. They come to value the four processes as tools for clarifying, expressing, and learning new ideas in all curricular areas. Increasingly complex thinking skills are developed through the language arts across all areas of the curriculum.

LITERARY WORKS

The school has established core, extended, and recreational/motivational lists of literary works to be read at each grade level. Students who are not yet proficient in English are

The assessment program emphasizes the testing of narrowly focused, isolated, or low-level skills. Prominence is given to objective tests following a period of instruction.

provided the same or, if unavailable, analogous selections in their primary language, or they experience the content in other instructional modes (e.g., audiovisual supplements and sheltered instruction). The titles on the lists represent all literary genres and reflect the diverse cultural heritage of our country.

LISTENING AND SPEAKING

Students develop effective speaking and critical listening skills through applied oral language activities, including frequent experiences with varied literary works read aloud, storytelling, enactment, and formal and informal presentations. Students share verbal and written reactions about their readings and writings in both teacher-directed and student-centered activities. They synthesize and integrate their reflections on what they hear and read into their own speaking and writing.

Teachers direct students' attention to examples of rich and powerful language and offer opportunities for students to experience and discuss them. Developmental language acquisition approaches are used to assist students to increase vocabulary and to acquire increasingly complex linguistic skills. Teachers create interesting contexts in which students communicate spontaneously in negotiating and constructing meaning. Student talk is the center of these communicative interactions; the teacher facilitates the process by initiating discussion, clarifying student meaning, and inviting student elaboration.

READING AS A PROCESS

All students, including those with special needs, experience good literature and engage in critical questioning and thinking about the works. Students learn to read by reading. Even in the beginning stages, they understand that reading means interacting with, and deriving meaning from, print. Through the reading process students move into, through, and beyond literary works. They are inspired to interact with the works, explore and ask important questions, and apply the meanings of the works to their own lives. Students develop reading fluency; they develop decoding skills to the point where they are automatic and require little conscious attention, so that they can concentrate on constructing meaning of the text. Students learn decoding in meaningful contexts by the end of second grade. Young children dictate and read their own stories. All students learn and use a variety of reading comprehension strategies as they formulate and answer questions about stories written by their peers and by professional authors. Students have ample opportunities for extensive independent reading.

WRITING AS A PROCESS

All students experience writing as a recursive process, which includes prewriting, drafting, responding, revising, editing, and postwriting activities. They are encouraged to develop fluency before attending to form and correctness. Students write daily for a variety of purposes, audiences, and topics. Students read and write in many different modes of discourse, focusing on the narrative modes in the primary grades and progressing to the expository modes in the higher grades. Students develop their own voice as writers and see their finished products read, published, displayed, and recognized. The conventions of writing--including correct usage, grammar, spelling, punctuation, and capitalization--and handwriting are learned in the context of the stages of the writing process and through direct instruction when necessary.

INSTRUCTION

Students relate literature to their personal experiences and connect new knowledge to previously learned concepts through direct instruction, cooperative student interactions, and independent activities. Students share the responsibility for learning with their teacher(s) and their classmates. Independent activities support and prepare students for small-group discussion and whole class interaction. Students are asked open-ended questions which connect them to and go beyond the text. They are encouraged to devise and ask their own questions. A balance of multimodal approaches enables all students to participate and succeed. Teachers model strategies for composing and comprehending. Students learn strategies for monitoring and adjusting their own learning when they encounter difficulties.

CLASSROOM RESOURCES

There are literary works of high quality at all grades. Basal textbooks and accompanying workbooks are aligned with the goals of the program; they include literary selections of high quality and the instructional integration of listening, speaking, reading, and writing. Students use technology--e.g., computers and audiovisual media--as a resource for (1) discovering new information; (2) storing information; (3) composing; (4) practice and learning; and (5) sharing information, ideas, and their own oral, written, and visual expressions with others. The classroom arrangement provides for small-group work, whole class discussion, a library, displays of students' work, and independent work in listening, viewing, reading, and writing centers.

EVALUATION

Evaluation of students' strengths and progress in the language arts program is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes: (1) frequent self-assessment and peer critique of writing and speaking activities; and (2) teachers' informal and formal evaluations of students' participation and achievement related to both individual and class objectives. Data on students' performance are collected (e.g., by using portfolios of students' work, tests, and homework) along with data on the quantity and type of work accomplished. Feedback is provided regularly to students and parents through test scores, grades, conferences, peer critiques, and awards and other forms of recognition. The performances of various types of students with special needs are monitored in relation to specific areas of the curriculum. Modifications in the instructional program are made to promote the optimal development of all students.

PROGRAM SUPPORT

Teachers, the principal, and other adults express enthusiasm for reading and writing. They model effective speaking and listening skills throughout the school day, and they read and write along with, and in view of, the students. The school library contains an extensive collection of books and nonprint materials of high quality. Teachers and library personnel encourage and assist students to select and use a variety of resources. They work cooperatively to provide ongoing instruction regarding the location and use of information from various reference materials. Teachers encourage parents to read aloud to their children, have their children read to them, and negotiate meaning with their children through questions, explanations, and dialogue. District and site administrators, teachers, and specialists support an integrated language arts program through planning, staff development, and communication with parents.

EXEMPLARS

- The core program includes works of literary merit that:

    - Have been carefully selected by curriculum planners and selection committees at school and district levels
    - Are given in-depth study by all students
    - Are experienced by students though close reading, hearing them read aloud, or seeing them performed

- The extended program consists of works of literary merit that:

    - Have been selected by curriculum planners and selection committees
    - Are read by students on their own or in small groups to supplement the classwork carried on under the core program
    - Are broad enough to permit teachers to recommend titles which are appropriate to the special interests, needs, and abilities of their students
    - Are related to the core program through themes, historical settings, types of characters, locations, curricular topics, or works of a particular author or illustrator

- The recreational/motivational program consists of titles of literary merit that:

    - Are readily available in classroom, school, and public libraries

  - Are read by students on their own for pleasure and information because of the recommendations of teachers and librarians

- Works selected represent:

  - The most powerful examples of major literary forms, such as poetry, drama, fairy tales, myths, fables, short stories, novels, essays, diaries, biographies, speeches, and articles from history
  - Many and diverse perspectives, styles, cultures, points of view, and classic and contemporary attitudes
  - The full range of human moods and voice--comic, romantic, tragic, satiric, and melodramatic
  - Authors, both male and female, exemplifying the racial and ethnic diversity of our country and the world
  - Excellent language use which is fresh, inventive, and worthy of imitation
  - A depth of intellectual, social, and moral content which is suitable in terms of the students' emotional and intellectual development

- Cultural literacy is fostered; students become familiar with characters, places, and events; learn idioms and oft-quoted lines; and increase their store of knowledge of commonly shared literary and historical references.

- Instruction guides all students through a range of thinking processes which is not based on the assumption that students must acquire one type of thinking before being able to progress to another. All students develop their ability to predict, interpret, compare and contrast, analyze critically, synthesize information, evaluate, solve problems, and integrate meaning through comprehending (listening and reading) and composing (speaking and writing) activities.

- All children learn to speak confidently, to listen attentively and respectfully, and to trust that they will be heard.

- All students take part regularly in a variety of formal and informal oral language activities, such as:

  - Small-group and whole-class discussions, question and answer sessions, interviews, debates, speeches, factual reports, and panel discussions
  - Oral interpretations, puppet theaters, choral reading, oral reading, readers' theater, recitations, role playing, dialogue scripts, drama, chanting, and singing
  - Conversation, retelling of familiar literature, original storytelling, sharing of objects and experiences, and telling of stories about pictures

- In discussions with partners, small groups, and the entire class, students learn to:

  - Define and express their thoughts and reflect on them.
  - Respond to each others' insights and observations.
  - Rephrase and clarify a point.
  - State opinions honestly, precisely, and tactfully.
  - Discover multiple viewpoints on a difficult issue.
  - Negotiate and find common ground.

- Through formal oral communication activities, such as speeches and other presentations, students in the higher grades learn to:

  - Prepare through interviews or reading.
  - Assess purpose and audience.
  - Organize their thoughts.
  - Introduce and summarize.
  - Rehearse and practice timing.
  - Use logic and persuasion.

  - Employ effective delivery with appropriate eye contact, gesture, diction, and voice quality.

- Developmental language acquisition approaches are derived from the body of knowledge on how all humans acquire and expand language. They involve purposeful teacher-child interactions in which teachers:

  - Describe their own and students' activities as they occur.
  - Repeat what students say.
  - Restate ungrammatical or incorrect student utterances in the correct form rather than directly correct students' errors.
  - Expand what students say by adding details in the context of natural conversation.
  - Ask questions to which only the students know the answer or for which multiple responses are appropriate.

- All students hear good literature read aloud daily. Through this activity, young children hear common story patterns and language rhythms, enlarge their vocabulary, develop a common background of content, and build a love of reading. Children in all grades hear books read aloud which introduce them to new vocabulary, stretch their comprehension abilities, and interest them in reading the books for themselves.

- All students engage in a daily program of sustained, silent reading.

- INTO literature--Before reading or interacting with a literary work, teachers employ strategies to evoke the students' interest in the work and to connect them personally with it, such as:

  - Asking provocative questions about the work
  - Eliciting the students' related experiences and prior knowledge
  - Providing an overview or synopsis of the work

  - Offering biographical background about the author and other interesting historical and factual information about the piece
  - Doing an oral reading of a lively scene, showing a film, or using outside resources, such as practicing authors and other speakers
  - Beginning with familiar, simpler works which share common themes with the more complex work

- THROUGH literature--Students explore the work in depth through:

  - Reading and interacting with the work
  - Discussing the abstract ideas, concepts, and ideals encountered in the work
  - Generating their own interpretations and responses
  - Focusing on crucial quotations
  - Engaging in dramatic presentations by assuming the personae of characters
  - Making predictions about what will occur in the piece
  - Recording their reactions in literature logs
  - Making journal entries of quotations or problems confronted by the characters
  - Designing artistic visualizations

- BEYOND literature--Interaction with the literary work is followed by activities that help students pull their thoughts together to reflect on how the work relates to them and to society, such as:

  - Discussing and writing their reactions and insights
  - Reconsidering and reinterpreting their world views as a result of the work
  - Developing an illustration showing relationships among characters
  - Relating one piece of literature to another
  - Dramatizing the work

  - Reading parallel works among genres
  - Writing a new preface, a new ending, a change of scene, a script for readers' theater, interpretive questions, summaries, imagined interviews, or sequels

- Word analysis strategies--phonics, sight vocabulary, structural analysis, use of context clues, and the dictionary--are taught in the context of meaningful reading and writing activities and through direct instruction as students demonstrate a need for tools for decoding and encoding individual words.

- Phonics instruction focuses on the most important and regular letter-to-sound relationships; children refine and extend their knowledge of these relationships through repeated opportunities to read. Phonics instruction is completed by the end of the second grade, except in cases of identified individual need.

- Young children connect oral language to print through the language experience approach.

- New or difficult vocabulary is studied through the use of context clues within the literary work and through discussion before and after the reading assignment. Words take on new meaning and interest as students dramatize and illustrate them.

- Teachers use many strategies for teaching comprehension, including:

  - Previewing
  - Making connections to prior experiences
  - Deciding on a purpose
  - Assessing author's intent
  - Multilevel questioning
  - Mapping
  - Following the three-step prediction cycle of sampling, predicting, and confirming

- Using reference materials

- Students experience all of the following stages or steps in the writing process:

  - Prewriting activities in order to select a topic, identify the intended audience, and determine the mode, tone, and style of the writing, such as:
    - Reading or hearing literature
    - Storytelling or dramatic activities by teachers and students
    - Reflecting on experiences and reading
    - Discussing issues and ideas
    - Brainstorming, clustering, and mapping words and ideas

  - Drafting activities in which the students manipulate language to suit their meaning and purpose, organize details, and give evidence, such as writing:
    - For a variety of purposes and audiences
    - On a wide range of subjects--real and imaginary
    - In many styles and formats
    - In many different modes of discourse, such as story, observation, autobiographical and biographical incident and sketch, poetry, dialogue, persuasive essay, report of information, drama, letter, memorandum, newspaper article, diary, narrative, legend, memoir, speculation about results or causes, remembered place, analysis, fable, myth, interpretation, lyrics, and problem solution

  - Responding activities, such as:
    - Whole-class and small-group response sessions
    - Writing responses to each other's writing
    - Comparing different versions of the same piece of writing
    - Consulting with individual students regarding their writing

- Revising activities in order to clarify thoughts and ideas--literally reseeing and rethinking the writing, such as:
  - Adding detail
  - Deleting repetition
  - Elucidating voice, point of view, and audience
  - Substituting and arranging

- Editing activities, such as:
  - Correcting errors in usage
  - Adding transitions
  - Selecting just the right words for the intended purpose by:
    - Editing the works of peers and other individuals
    - Using an editing checklist or scoring guide for the conventions of language
    - Using references or handbooks on usage, grammar, and other conventions of writing
    - Conferring with teachers

- Postwriting activities, such as:
  - Publishing or posting the writing for reading
  - Dramatizing or illustrating the work
  - Evaluating the work individually, with peers, and with the teacher

- There are written standards and expectations for student writing which are known and used by all teachers at all grades.

- Students in the higher grades become familiar with and use the rhetorical features and conventions tested by the California Assessment Program.

- Spelling is studied in meaningful and personalized contexts, and individual students exercise responsibility for improving their spelling by:

  - Using words misspelled in writing as individual spelling lists
  - Identifying and correcting spelling errors with partners and small editing groups
  - Pretesting, practicing, and post-testing their spelling with partners
  - Maintaining their own dictionaries of spelling words and individual records of progress

- Young children learn handwriting through meaningful modeling and practice; teachers use common words from the environment and from student-invented stories for practice. Older writers focus on the quality of their handwriting when there is a purpose, particularly in producing final drafts to be read by others.

- Students, including those with special needs, learn to deal with comprehension and composition difficulties through a variety of strategies:

  - Comprehension monitoring--self-questioning, self-testing, self-review, paraphrasing, predicting
  - Task organization--prewriting and rewriting, selective reading and writing, changing speed, understanding teacher expectations
  - Rehearsal--repetition, copying, underlining
  - Elaboration--mental images, paired associations, analogies, developing a dialogue with the writer
  - Information organization--grouping, ordering, outlining, noting and searching for salient details, summarizing
  - Affective--alertness, anxiety, focusing attention, ignoring distractions, self-rewards, self-praise
  - Personal relationship--assimilating to personal experience, past events, and prior knowledge

- Students with special needs participate in a language arts program that is conducted in concert with the regular language arts program. They read and discuss the same material and ideas as do the more proficient readers and writers.

- Teachers create a positive climate for students with special needs by:

    - Drawing them into activities
    - Respecting languages and dialects
    - Creating situations where all students' ideas are important
    - Bolstering self-confidence

- Heterogeneous ability groups work together to create group and individual products. These pairings or groupings:

    - Are flexible and change often
    - Are organized for a known and specific purpose
    - Frequently rotate roles (e.g., facilitator, monitor, recorder)
    - Encourage risk-taking in an atmosphere of trust and mutual respect for individuals and their ideas

- The classroom is rich in materials that represent a variety of genres, several levels of difficulty, and many topics. Reference materials are also available in the classroom.

- Assessment focuses on students' strengths in using whole language and does not take up excessive classroom time at the expense of instructional time.

- A variety of measures are used in conjunction with classroom assessment to determine the quality of the language arts program, such as:

    - Data from the School Performance Report, such as the number and quality of books read
    - CAP data
    - Frequency of use of the library/media center

- Attitudes of students
- Extent of positive parent support and participation
- Extent to which student work is displayed, published, and awarded
- Quality of special needs services
- Background and training of teaching staff
- Quantity and types of student writings

- Library/media services and practices encourage students to explore and use the library regularly for assigned language arts activities and their own interests. Resources available in the library/media center are plentiful, organized, well-maintained, and of high quality; they include word processors, computers, books, films, videotapes, audiotapes, periodicals, dictionaries, and encyclopedias. In using technological resources, students engage in interactive activities that require critical thinking rather than short answer workbook-type exercises.

- Teachers, library/media specialists, and students form book clubs for recreational, classroom, and professional reading.

- Teachers encourage parents to assist their children to succeed in the program through the following activities:

  - Helping their children obtain public library cards
  - Encouraging and assisting them to complete their homework
  - Monitoring their use of television and radio
  - Responding to their writing
  - Modeling reading of a variety of materials
  - Modeling effective listening, speaking, and writing

- Homework extends beyond the school and involves the support of the home, including:

  - Reading books of literary merit
  - Family sharing of good books

  - Writing for enjoyment and to sharpen communication skills
  - Critical television viewing
  - Reading and writing activities in the students' daily lives through the use of menus, cookbooks, games, and newspapers

- As administrators, teachers, and specialists plan strategies for program implementation, they consider:

  - How language arts will be scheduled in the school day
  - What core and supplementary literature will be read
  - How literary works, textbooks, workbooks, or other instructional materials will be used to provide an integrated program
  - How various instructional elements of the program will be phased in
  - How language arts will be taught and used as students are learning in all subject areas
  - How evaluation will reflect the purposes of the curriculum
  - How teachers will be trained and supported in the implementation of the program
  - How parent awareness and support for the program will be promoted

RESOURCES

The following publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Becoming a Nation of Readers, 1985.

- English-Language Arts Framework for California Public Schools, 1987.

- English-Language Arts Model Curriculum Guide, K-8, 1988.
- Handbook for Planning an Effective Literature Program, 1988.
- Handbook for Planning an Effective Writing Program, 1986.
- Practical Ideas for Teaching Writing as a Process, 1987.
- Recommended Literature, Grades 9-12, 1989.
- Recommended Readings in Literature, K-8, 1986.
- Recommended Readings in Literature, K-8, Annotated Edition, 1988.
- Writing Assessment Handbook, 1986.

The following publication is available for $10 from the University of California, Los Angeles, Center for Academic Interinstitutional Programs (UCLA/CAIP), 405 Hilgard Avenue, Los Angeles, CA 90024:

- Literature for All Students: A Sourcebook for Teachers, 1985.

MATHEMATICS

The mathematics criterion focuses on the effect of the mathematics program on the students. It deals with the completeness of the curriculum, the development of essential understandings and problem-solving ability, and the instructional setting for the study of mathematics.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS:
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
All strands are incorporated and interwoven in the lessons; no single strand receives dominant attention.	The program deals primarily with the rules of arithmetic with isolated lessons on geometry or measurement.
Most lessons involve several ideas. Students are presented challenging complex situations to work on.	Each lesson is about one sharply delineated topic. Problems are chosen to fit the narrow objective of the day's lesson.
Students acquire mathematical ideas through a problem-solving approach.	Problem-solving is taught as a set of techniques or is fitted into the program "as time permits."
The lessons include a variety of mathematical challenges for students, including real life problems and mathematical games and puzzles.	Lessons have problems of a single type, with little motivation other than learning and practicing a new textbook skill.
All problems that students work on have either been generated by the students or are designed to capture students' interest and be meaningful to them.	Many problems that students work on have been contrived; they would never appear anywhere but in school. Purely symbolic exercises are especially common.
All students work on assignments they find interesting from all the strands; no student is assigned to practice mechanical skills.	Students with low achievement in arithmetic are primarily assigned practice in computation.

Lessons are designed to reinforce previously taught concepts and skills by requiring their use in a variety of new situations with real world settings.

Students frequently work on assignments in which they combine simple skills to solve practical problems.

Students perform calculations in a wide variety of meaningful settings, with particular attention to whether an estimate or exact answer is most appropriate.

Students use a variety of procedures, including mental math, calculator or paper and pencil to calculate numerical results.

Students consistently use numbers of all kinds, as a natural and necessary way of interpreting the world and solving problems.

Students have calculators available. In the primary grades, the students explore numbers on the calculator, and their proficiency in using the calculator develops in parallel to their understanding of the number system.

The teaching staff has examined the instructional materials and assessment instruments (especially commercial tests) in use to identify discrepancies between their explicit and implicit instructional purposes, and the school's learning goals for students.

Instruction

Students learn mathematics by "doing" mathematics; they encounter new and challenging problems which call for them to confront mathematical ideas.

Students use real objects in dealing with mathematical ideas. They use manipulative materials, drawings, and or symbols to show their findings.

Students make sense of mathematics for themselves through oral interactions with one another.

When concepts and skills appear more than once in the curriculum, they are taught and practiced in the same way they were originally.

Each problem in an assignment makes use of only one skill.

Students often do purely symbolic arithmetic, with exact results expected unless explicitly stated otherwise.

Students are expected to use paper and pencil unless otherwise indicated.

In most lessons students use only whole numbers; fractions and decimals are taught as separate topics.

Students are allowed to use calculators in some lessons and not in others. Calculators are taught as a separate topic.

The school can say only that the topics listed in its curriculum match reasonably with the topics covered by the instructional materials and assessment instruments in use.

The teacher or the book shows the students how to do something, and they practice doing it.

Students are shown how to work arithmetic procedures using symbols and then practice these techniques.

Students mostly work individually.

Students record their thinking about problems and their findings in order to examine them or to communicate with others.

Students reach their own conclusions and share their reasoning/evidence with one another and with the whole class. The teacher seldom acts as the authority, saying that a result or interpretation is correct.

Lessons are expected to generate new or broader questions during a class. Students are expected to ponder questions overnight (or longer), and return to "incomplete" issues/questions.

Perseverance is promoted. In most assignments students have ample time to ponder, explore, misstep, consider, restart, press on.

Student homework adds to the student's classroom program by leading the student to explore situations, gather data, or interact with family members.

Students experience mathematics as an enjoyable and useful activity. Students are expected to have fun and to be imaginative with their speculation.

Assessment

Assessment gives primary attention to students' larger understandings.

Assessment relies heavily on students' verbalizations, both written and oral, during as well as after their work is done.

Assessment is based primarily on students' work over a period of time.

Students record answers to mechanical procedures, but do little thinking about them other than whether they are "right" or "wrong."

The teacher tells the students what they should have learned from the lesson. The teacher states what is correct and why, and "wraps up" the lesson.

There is a consistent interest in closure. The teacher brings completion each day.

For most assignments, the time available for "finishing" is limited.

Homework is more of the same exercises performed in class.

Students believe that mathematics is difficult and that they must memorize and practice diligently in order to obtain correct answers quickly.

There are many discrete "learning objectives" which draw attention away from students' larger understanding and use of mathematics in situations with meaningful context.

Assessment is based primarily on the answers students get on class assignments, homework, and tests.

Each assessment is based on a test given at a specific time and scored independent of any other work.

THE CURRICULUM

The mathematics curriculum engages students' curiosity and sense of inquiry in well-defined content that includes all strands at all grade levels. The program concentrates on essential understandings, those mathematical ideas that bind together rather than precede the specific concepts and skills of the curriculum and all boys and girls develop these understandings. Students master the single-digit number facts and, with appropriate use of the calculator, are comfortable with and proficient in numerical computations; they routinely estimate before any calculation and use the most appropriate computational method and tool for each calculation. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students understand the structure and logic of mathematics and use the language of mathematics.

Problem solving is a major part of the mathematics program. Students are regularly involved in formulating problems and in choosing approaches and strategies for solving the problems. All students are taught and understand how to work through the stages of problem solving. They are encouraged to be inventive, guess, and estimate. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. They are frequently asked to explain what they are doing and why and to judge the reasonableness of the answers they generate. Students are challenged with both the real world and abstract problems, including complex situations that require the use of higher-level thinking skills.

Concepts and skills from all strands are interwoven, reinforced, and extended through lessons and assignments so that students experience mathematics as a cumulative subject. New concepts are studied first in terms of students' concrete experiences; manipulatives and other concrete materials are used to enable students to gain direct experience with the underlying principle of each concept. Lessons incorporate and build on skills and concepts previously learned. The instructional setting is varied and provides students with the opportunity for individual work, small-group, cooperative learning activities, and whole-class participation. Student grouping is based on ongoing assessment of student need.

Supplementary services are coordinated with the regular mathematics program to focus on fundamentals as they are presented in the regular program and do not rely on repeating low-level skills from earlier grades. Mathematics is interdisciplinary; students use their mathematical skills in other subject areas in a variety of situations.

EXEMPLARS

- Instruction covers the strands of number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra in all grade levels.
- Curriculum and instruction focus on students' understanding of fundamental concepts rather than their ability to memorize algorithms or computational procedures.
- The program concentrates on essential understandings, those mathematical ideas that bind together rather than precede the specific concepts and skills of the curriculum.

  - Teachers are clear on the essential understandings and on how the learning of specific concepts and skills depends on these understandings.
  - Instruction is organized to ensure that every student acquires these understandings.

- Patterns and functions, statistics and probability, and geometry are taught each year, with the subject matter gradually increasing in complexity.

- Instruction emphasizes understanding and use of mathematical concepts and promotes the use of the language of mathematics.

- Students add, subtract, multiply, and divide whole numbers, decimals, and fractions with facility and accuracy.

  - Students use estimation to aid in selecting a method for exact calculation and to establish the reasonableness of results.
  - Students use mental arithmetic for all single-digit operations and for simple manipulations such as doubling, halving, and multiplying or dividing by powers of ten.
  - Students use the calculator correctly and confidently when mental calculation would be difficult or when pencil-and-paper calculation would be inefficient.
  - Students use computer programs, as appropriate, to perform extensive or repetitive calculations, to simulate real situations, and to perform experiments that aid in the understanding of mathematical concepts.

- All students are taught and understand how to work through each stage of problem solving, including problem exploration, formulation, strategy development, solution activity, and interpretation of results. Lessons and assignments are designed to include:

  - Working through the stages over time
  - Formulating several problems from a given description of a situation
  - Representing the same information in different ways: e.g., verbal, graphic, and symbolic

- Working with more or less information than necessary

- Problem-solving approaches are demonstrated and discussed. Multiple-solution methods are emphasized.

- In working with more complex situations, students:

  - Formulate and model problems.
  - Screen relevant from irrelevant information.
  - Organize information.
  - Make conjectures and test their validity.
  - Analyze patterns and relationships.
  - Use inductive and deductive processes.
  - Identify or evaluate alternative mathematical approaches.
  - Find and test solutions.
  - Interpret results.

- Lessons often begin with imaginative situations likely to engage students' curiosity.

  - Students apply previously learned skills to situations they have not seen before.
  - Students relate concepts to natural situations in and out of school.

- Lessons and assignments interweave the strands and appropriate concepts and skills from previous lessons; new or extended concepts are connected to what students already know.

- Students at all grade levels experience concrete representations of new concepts as a foundation for symbolic representations. There is a smooth transition from concrete to abstract.

- Students work in groupings suitable to the content and matched to student needs and strengths; for example: whole-class discussion/exploration, small groups engaged in problem solving, individual work, peer tutoring pairs.

- All students are assessed at the beginning of the school year and regularly throughout the year. Teachers use the results of student assessment to determine the need for reteaching and further practice.

- Teachers introduce, model, and provide guided practice for new concepts before students proceed on their own. Homework includes independent practice of concepts that have been mastered in class. There is daily review of homework concepts.

- Students receiving remedial instruction cover all the core fundamentals of the mathematics program. Remedial work is keyed to regular classroom instruction.

- Computers are a major tool of education. Their value in creating geometric displays, organizing and graphing data, simulating real-life situations, and generating numerical sequences and patterns is recognized. Students are developing their abilities to interact with computer programs in highly individualized ways to explore and experiment with mathematical concepts.

RESOURCES

The following publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Mathematics Framework for California Public Schools, 1985.
- Mathematics Model Curriculum Guide, K-8, 1987.
- Statement on Competencies in Mathematics Expected of Entering Freshmen, 1989.

The science criterion focuses on the effect of the science program on the students. It deals with the completeness of the science program, identification of the skills and concepts to be learned, the range and depth of the content, and the instructional methodologies that enable students to acquire the necessary skills and knowledge in science.

PROGRAM CH
EFFECTIVE VER

EFFECTIVE

Curriculum

A balanced science curriculum based on the life, earth, and physical sciences includes the fundamental concepts, terms, processes, and skills.

The district science program is based on a scope and sequence correlated with the current science framework.

Science goals and curriculum standards are reinforced throughout the school program (in both academic and extracurricular activities).

The core science program is supplemented with exemplary program materials to provide a rich learning experience.

Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, laboratory safety, and applications of science to the world around us.

NCE

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

RACTERISTICS
US INEFFECTIVE

INEFFECTIVE

Teachers are unaware of the relationships between the disciplines and the teaching of process skills in science.

Classroom teachers choose science units that they want to teach without regard to articulation with what other district teachers teach.

Science is taught as an isolated subject to be read from a textbook and followed with comprehension questions.

Teachers use only the adopted textbook.

Students do not see the importance of science to everyday happenings nor the importance of learning a process of problem solving that will be useful in their future.

Students develop the science process or critical thinking skills by observing, comparing, organizing, and inferring.

The curriculum emphasizes the importance of technology and applied science; "working" scientists are brought into the classroom to stress the importance of science in our daily life.

Interactions with scientists, engineers, and technicians; and field trips to science and natural history museums, tide pools, and nature trails enrich the science program.

Most lessons involve interrelated concepts. Students are presented challenging, complex situations to work on.

Students acquire understanding of science concepts through a problem-solving approach.

The lessons include a variety of scientific challenges for students including real-life problems, scientific projects, simulations, and activities.

Lessons are designed to reinforce previously taught concepts and skills by requiring their use in a variety of new situations with real-world situations.

Instruction

Science instruction is provided on a regular basis (at least 3 to 5 lessons per week, 30 to 60 minutes per day), with experiential, hands-on activities about 40 percent of the planned time.

Teachers providing new experiences through sequential curriculum and a variety of methods in the primary grades lay the foundation for more conceptual content in the intermediate grades.

Teachers model the scientific method in their instruction and are more successful in teaching the scientific method.

Students do not receive the opportunity to develop their cognitive potential through lessons based on textbook "reading comprehension" assignments.

A curriculum that does not acknowledge the "working" scientists around us isolates science and its importance to man and the environment.

A classroom with little stimulation does not provide a positive learning environment.

Each lesson is about one sharply delineated topic.

Problem solving is fitted into the program "as time permits."

Lessons have problems of a single format with little motivation other than learning and practice from textbook skills.

When concepts and skills appear more than once in the curriculum, they are taught and practiced in the same way they were originally.

The science program is taught by teachers, with no emphasis on the importance of a regular science time.

The lack of articulated, stimulating primary science lessons makes the job of teaching science in the intermediate levels frustrating and difficult.

Students are expected to learn the scientific method from reading about it.

Science lessons regularly require students to observe and interpret phenomena in natural and laboratory settings.

Students bring data to the classroom, compare the data to those of others, and apply concepts and theories from readings.

Various instructional methods, complemented by a variety of experiential materials, are used to motivate the students.

Science concepts and skills are integrated throughout all subjects using various methods, such as graphing, tabulating, recording, and analyzing data; researching and reporting findings; and portraying scientific phenomena through the arts and discovering historical significance of concepts and theories as they relate to today's life.

Assignments based on activities and projects, such as observation/interpretation activities, science fair and research projects involving partners and parents, and students teaching students, increase the understanding and retention of scientific concepts.

Teacher-led discussions that challenge students to reason and think about their own ideas and perceptions of nature will lead to development of higher thinking skills.

Students are encouraged to articulate their own naive theories and test them against the accumulated evidence and knowledge of science.

Lessons that allow students to apply thinking and communication skills in learning science will be valuable in all subject areas.

Students learn science by "doing" science; they encounter new and challenging problems which call for them to confront science concepts.

Students read about a science study and answer questions posed by the author.

Students try to interpret findings of others that they have read about.

Science is taught using only the textbook and teacher demonstrations.

Science is taught without reference to any other subjects.

Students' retention of scientific concepts and development of process skills are limited in textbook-oriented classrooms.

Discussion lessons that present information without allowing student interaction do not develop the potential of each student.

Lessons that require rote memory and lower thinking skills will lead to less understanding and retention.

One-dimensional lessons result in students who cannot think freely or rationally about science issues.

The teacher or the book shows the students how to do something, and they practice doing it.

Students use hands-on materials in dealing with science concepts. They use products, graphs, charts, or drawings to show their findings.

Students work cooperatively to make sense of science concepts and explain their understanding through interactions with one another.

Students record their thinking about problems and their findings in order to examine them or to communicate with others.

Students reach their own conclusions and share their reasoning/evidence with one another and with the whole class. The teacher seldom acts as the authority, saying that a result or interpretation is correct.

Lessons are expected to generate new or broader questions during a class. Students are expected to ponder questions overnight (or longer) and return to "incomplete" issues/questions.

Homework adds to the student's classroom program by leading the student to explore situations, gather data, or interact with family members.

Students experience science as an enjoyable and useful activity. Students are expected to have fun and be imaginative with their speculation.

Assessment

Students' progress in science is monitored, and feedback is given to students and parents.

An ongoing assessment of the science curriculum is necessary to evaluate the needs of the students and teachers.

By teaching others (younger students, parents, and peers), students demonstrate their understanding of scientific concepts.

Students are shown how to do science activities and may practice them.

Students mostly work individually.

Students may record their answers, but they do little thinking about them other than whether they are "right" or "wrong."

The teacher tells the students what they should have learned from the lesson. The teacher states what is correct and why and "wraps up" the lesson.

There is a consistent interest in closure. The teacher brings a lesson to completion each day.

Homework is more of the same exercises performed in class.

Students believe that science is difficult and that memorization is the highest priority to learn science concepts.

Science lessons are not as important as the "basics," and no assessment is necessary.

Teachers know what is best for their students and will change their lessons when appropriate.

The depth of students' understanding cannot be measured by answering short-answer questions.

Students' understanding of science concepts can be demonstrated through the development of science fair projects and being allowed to explain them to others.

Assessment gives primary attention to students' larger understandings.

Assessment relies heavily on students' verbalizations, both written and oral, during as well as after their work is done.

Assessment is based primarily on students' work over a period of time.

CURRICULUM

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire knowledge of the biological and physical sciences from a balanced science curriculum which includes the fundamental concepts, terms, processes, and skills. Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, and the applications of science to the world around us. Students also develop the science process or critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

Instructional methods and the sequential introduction of new experiences in the primary grades lay the foundation for more conceptual content in the intermediate grades. Instructional methods emphasize using scientific techniques as learning techniques; lessons regularly require students to observe and interpret phenomena in natural and laboratory settings. Concepts and theories from readings are applied to observed phenomena. Basic science textl are supple-

Students' reports from reference materials without the opportunity to interact orally with the teacher or other students do not allow the students to demonstrate their depth of understanding.

There are many discrete "learning objectives" which draw attention away from students' larger understanding and use of science process skills in situations with meaningful context.

Assessment is based primarily on the answers students get on class assignments, homework, and tests.

Each assessment is based on a test given at a specific time and scored independently of any other work.

mented by a variety of materials which include laboratory specimens, scientific equipment, and an array of simulations that employ technology. Community resources such as local scientists and engineers, parks and nature trails, and science and natural museums are used to expand the science program.

Basic skills are applied and extended throughout the science program. Students learn how to read scientific writing, create and develop graphs and charts, solve complex problems involving different kinds of data, apply mathematics skills in analyzing data, record observations in an organized fashion, write laboratory and research reports, and explain scientific material orally.

EXEMPLARS

- Students experience science as a regular part of their curriculum.

  - Science instruction is provided on a regular basis. (Students devote at least one-half hour per day, on the average, to learning science.)
  - Science goals and curriculum standards are reinforced throughout the school program (in both academic and extracurricular activities).
  - Students' progress in science is monitored, and feedback is given to students and parents.

- Instructional content focuses on conceptual understanding of the facts, principles, and theories of science as the foundation on which the processes, techniques, and applications of science are based. Teachers cultivate students' concept formation beyond rote facts and vocabulary.

- Students receive instruction in a comprehensive, balanced science curriculum which includes:

  - The life, earth, and physical sciences
  - The interdependence of people and the natural environment
  - The historical development of science by persons and cultures of different backgrounds
  - The relationship between science, technology, and society
  - Participatory (hands-on) laboratory techniques
  - Facts about careers in science and technology

- Students observe and conduct experiments to learn scientific processes, including:

  - Observing
  - Comparing
  - Organizing
  - Inferring
  - Relating
  - Applying

- In addition to hands-on experiences, students learn science content from field observations, teacher demonstrations, groupexperiments, individual science fair projects, and a variety of print and electronic media as a part of their regular instruction.

- Assignments include such activities as:

  - Observing and recording natural phenomena inside and outside the school
  - Pursuing science projects involving teacher guidance and parent involvement

- Teachers lead discussions which challenge students to reason and think about their own ideas and perceptions of nature. Students are encouraged to articulate their own naive theories and test them against the accumulated evidence and knowledge of science.

- Students apply thinking and communications skills in learning science. Examples include:

  - Using computational skills in recording and analyzing data
  - Using graphs and charts to summarize and portray data
  - Reading scientific writing
  - Writing research reports and the results of lab experiments
  - Presenting scientific material orally

- Community resources enrich the science program, including student interactions with scientists, engineers, and technicians. Field trips to science and natural history museums, tide pools, and nature trails are also encouraged.

RESOURCES

The following publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Science Framework for California Public Schools, 1990 (in process).
- Science Model Curriculum Guide, K-8, 1988.

HISTORY-SOCIAL SCIENCE

The history-social science program at the elementary level builds on the important learnings children bring with them to school. It moves back in time through history and outward through geography, linking the child with people and events from the past. Through experiential geographic learning, students develop a growing sense of place and spatial relationships. Activities may include exploring the school and community environment and making two- and three-dimensional maps and models. Historical studies begin with well selected narrative stories about how it might have been to live in other times. Through a literature-enriched curriculum, students discover those ordinary and extraordinary men and women who have made a difference in our national life and in the larger world community. They learn the many ways in which people, families, and cultural groups are alike and different. Stories are drawn first from those cultures represented among the families in the classroom and school. Students also gain a sense of history and culture as they see how parents, grandparents, and ancestors have made a difference. They begin to develop an understanding of economic connections with the larger world through such concepts as scarcity, supply and demand, interdependence, and the identification of goods and services. Basic civic values that are fundamental to a democratic society are developed through working with others, discussing and dramatizing stories that incorporate conflict and raise value issues, and through responsible classroom participation. Upper-grade students begin to think about continuity and change in their own locality, the state, and the nation by investigating times past and the people whose activities have left their mark on the culture and the land. They begin to consider a far wider sweep of human affairs with their in-depth historical and comparative analyses continuing to be grounded in the lives of people and events. The history-social science curriculum is enriched with literature, integrated with the other humanities, and correlated across subject areas. History is broadly interpreted to include not only the political, economic, and social arrangements of a given society but also its beliefs, religions, culture, arts, architecture, law, literature, sciences, and technology.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
The history-social science curriculum is an essential part of the core curriculum at each grade level and sufficient time is provided for its study.	The history-social science curriculum is considered significantly less important than other subjects and instructional time is not provided on a regular basis.

The history-social science curriculum in the primary grades presents basic history, geography, and economics concepts and is linked to language arts, math, science, and the arts.

The fourth through sixth grade curriculum is based on the chronological study of history grounded in geography. It is part of a sequential K-12 program.

Specific time periods and events are studied in-depth and enriched by a wide variety of non-textbook materials and interactive activities. Instruction includes writing and study skills.

Literature about people and events is used to bring alive the key figures, events, and issues of our country and other nations.

The goals and curriculum strands of the framework are taught at the appropriate level in each grade.

Our nation's history is presented as an exciting story of diverse peoples from different racial, religious, and ethnic groups making up one nation.

All students, regardless of their levels of performance, engage in critical thinking as they progress through the history-social science curriculum.

GOALS OF THE CURRICULUM

All students learn history-social science within the context of a full, balanced, and integrated curriculum which is enriched by literature and draws upon students' own experiences. This curriculum is aligned with the History-Social Science Framework for

The history-social science curriculum in kindergarten through grade three is based solely on the "expanding horizons concept," beginning with the study of self, and is an isolated part of the core curriculum.

The fourth through sixth grade curriculum focuses on isolated historical events or concepts; there are gaps in students' history and geography knowledge as well as unnecessary repetition of materials among grades.

Students cover enormous amounts of material and large spans of time gaining superficial information regarding events in history. Learning is confined primarily to reading chapters and answering questions.

Literature is not an important mechanism for teaching the content of the history-social science curriculum.

Certain curriculum strands of the framework are dropped or added from one year to the next.

The history-social science curriculum is presented from a narrow perspective with the points of view, meanings, goals, and experiences of other cultures treated superficially.

Instruction emphasizes reading the text, sometimes in round-robin style, answering the questions at the end of the chapter, and studying for tests.

California Public Schools: Kindergarten Through Grade Twelve (1988). It incorporates three goals that enable students to gain (1) knowledge and cultural understanding; (2) democratic principles and civic values; and (3) the academic and social skills necessary for their effective participation in a democratic society and the world. For each of the three goals there are essential learnings which serve as curriculum strands.

THE CURRICULUM FOR KINDERGARTEN THROUGH GRADE THREE

In kindergarten through grade three, the school, neighborhood, and region provide the field for exploratory activities related to geography, economics, and local history. Children read, hear, and discuss biographies, myths, fairy tales, and historical tales. In kindergarten, children develop an understanding that school is a place to learn, to work, to share, and to solve problems together. They learn about times past and raise value issues through stories. In grade one, they learn about their responsibilities to other people, explore their geographic and economic world, develop an informed awareness of cultural diversity, and through literature develop a sensitivity toward others. In grade two, children learn about people who make a difference in their own lives including people who fulfill their daily needs; the history of their parents, grandparents, and ancestors; and men and women from many cultures who have made a difference in society now and in the past. In grade three, students learn about continuity and change in their local communities and the nation by focusing on the people in history found in biography, story, folktale, and legend. In addition, they learn the meaning of the nation's holidays and symbols.

THE CURRICULUM FOR GRADES FOUR THROUGH SIX

Students in grade four study California from pre-Columbian to modern times. They study California geography, the culture of native Californians, the history of the state's economic growth, the public education system, and the successive waves of immigrants from the sixteenth century to today. In grade five, students study

United States geography and history to 1850 by focusing on the most remarkable stories surrounding the creation of our nation and the peopling of our country by immigrants from all parts of the world. The course in grade six emphasizes the ancient world to AD 500, including the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. The curriculum in these grades prepares students for the chronological focus of the middle grades courses.

INTEGRATION OF CURRICULUM

The teaching of history is integrated with the humanities and the other social sciences. Activities and lessons are correlated with the language arts, sciences, and visual and performing arts curricula. The study of history includes not only the political, economic, and social arrangements of a given society, but also its values, beliefs, religion, culture, literature, arts, architecture, law, literature, sciences, and technology.

INSTRUCTION

Students are actively involved in the study of history, geography, and the social sciences. Teachers use strategies which are interesting, concrete, and related to the lives of students. Teachers build upon students' curiosity about themselves and their world, presenting history as an exciting and dramatic series of events, issues, and stories of personalities in the past who helped shape the present. Teachers guide students toward the development of historical empathy by presenting literature of and about the historical period and by examining folk art objects and styles that characterize each culture. Students understand the way people saw themselves, their ideas and values, their fears and dreams, and the ways they interpreted their own times.

Strategies at the primary level include dramatizations, role playing, storytelling, art history, literature, simulations, and small-group or whole-class projects. At the intermediate level, students participate in more advanced forms of research and complete written compositions based on primary source materials, literature, reference materials, surveys, and community resources. At all grade levels, teachers' questioning techniques build on students' own experiences, invite student participation and contributions to the scope of the curriculum, and require the use of higher-order thinking skills. Students as teams often discuss the dimensions and points of view of various cultures as they relate to their historical and geographic settings. Through the guidance of the classroom teacher and the librarian, students explore the meaning of chronology, the reason for change, and the importance of customs and values. They engage in problem-solving as well as personal and group-decision making as they acquire, evaluate, and use information in a variety of ways.

Teachers regularly use instructional media such as films, videotapes, filmstrips, charts, maps, and computer software that are accurate, objective, current, and appropriate. Students learn that these media can be used for storing information, research, presenting information, studying and practicing, and telecommunicating both within the U.S. and with other countries.

Frequent opportunities exist for students who are limited-English proficient to share their language, cultural ideas, customs, and heritage, thus providing an immediacy to the multicultural dimensions of the curriculum. The teacher uses strategies in English and the student's primary language, as appropriate, and works collaboratively with support staff in order to provide equal access to the core history-social science curriculum for all students. As a group, non-native English speakers make normal progress through the curriculum at a pace and success rate comparable to native English speakers.

CLASSROOM AND SCHOOL RESOURCES

Resources are available through the use of the library or instructional media center to supplement classroom materials which are plentiful, organized, well maintained, and of high quality. They include paper and hardback books; computers and software programs for data bases, spreadsheets, graphics, telecommunications, and word processing; films and filmstrips; instructional television programs; videotapes, audiotapes, and laser disks; periodicals and newspapers; dictionaries and encyclopedias; globes, maps, charts, art reproductions, and atlases; journals; and artifacts. The school has an established list of literary works which address all grade levels and units of the history-social science program. The school library, district instructional materials center, community library, historical and cultural centers, members of the community, and city government provide resources to enrich and extend the classroom program.

EVALUATION

Evaluation of student progress in history-social science is systematic, ongoing, and aligned with the state framework. Evaluative data, both quantitative and qualitative, are regularly collected and used to improve the history-social science program and student performance.

Formal feedback is provided regularly to students and parents through grades, conferences, self-assessment, peer critiques, awards, and other forms of recognition. Informal feedback such as telephone calls, notes, and social interactions in the community between educators and parents is also a common characteristic of the program. Progress of all students, including those with special needs, is monitored; modifications are then made in the instructional program, but not in the curriculum, to promote the optimal development and progress of all students.

PROGRAM SUPPORT

Support by teachers and administrators for the history-social science program is manifested in a variety of ways. Time is allocated for all staff (e.g., teachers, resource teachers and specialists, paraprofessionals, and librarians) to plan collaboratively for program improvement, to coordinate and problem-solve during implementation, to learn new and effective teaching practices, to support each other in developing new skills and techniques in the classroom, and to coordinate their services for students for whom they share responsibilities. Staff development activities based on the staff's assessed needs are provided. District support includes policies for planning and training, curriculum development, space, and adequate funds for time, training, materials, and equipment.

The school is successful in its organized efforts to seek and maintain parent and community support for the program. Teachers and students take advantage of community resources such as diverse cultural groups, senior citizens, primary language resources, museums and galleries, music and performing artists, "hands on" materials, artifacts, visual aids, speakers, sites of historical and geographic significance, and city, state, and national government.

EXEMPLARS

- In the primary grades, students read interesting stories about events and people, ordinary and extraordinary, that have had an impact on life in other cultures, America, California, and in their community. At other times of the day, they have opportunities to integrate history-social science with other subject areas.

- Intermediate students are prepared for civic responsibility through observation of and participation in the activities of student government; voluntary community groups; and local, state, and national government.

- Physical, cultural and political geography are part of the curriculum. Students recognize and interpret various kinds of charts, graphs, and maps; land and water forms; and current and past political boundaries.

- Democratic values are modeled and taught by teachers in the classroom, in the curriculum, and in the daily life of the school.

- Teachers use literature, biographies, and primary source documents to motivate and enlighten students. Music, art, dance, drama, and science of the period and the culture being studied are part of the curriculum.

- Current events are examined in an organized way by relating them to the history-social science curriculum currently under study. Students report, analyze, interpret, and discuss information from a variety of sources including magazine and newspaper articles, radio and television, films, political cartoons, and invited speakers.

- Opportunities for primary students to develop problem-solving techniques are available through individual and group projects, role playing, writing, listening to and reading stories which emphasize values and ethics, classroom discussions, and in applying critical thinking to historical and related contemporary issues, events, and personalities.

- Teachers allow time for intermediate students to make hypotheses, generalize, infer, compare and contrast, and write analytically about historical and current events using research, reasoning, and judgment. Activities planned for this purpose are frequent, including:

  - Writing reports and essays
  - Researching information

  - Doing homework and community activities that extend classroom activities
  - Speaking publicly in class or at school functions

- Students work together in pairs or small groups in developing research projects, reports, dramas, murals, and plays which they share with their classmates.

- Students perform a variety of application activities in an interactive mode such as creating time lines and maps, creating two- and three-dimensional models, props for reenactments of historical events, conducting community-based research projects, volunteering in individual and group service projects, taking part in field trips, conducting classroom meetings and simulations, participating in History Day activities, conducting mock trials, and participating in classroom and school elections.

- Young children expand their understandings of their social, political, geographic, and economic world by using imaginative and improvisational materials such as blocks, tools, three-dimensional maps, realia, artifacts, costumes, photos, flowcharts, time lines, and so on.

- Parents and other members of the community, including senior citizens, are invited regularly to share information on their culture and specific areas of expertise (e.g., careers, skills, and oral histories).

- Teachers utilize cultural events in the community that emphasize the variety of languages and ethnic and cultural groups in California.

- The district and school administrations actively support the history-social science goals by providing appropriate planning time, staff development activities and resources, and released time to attend conferences and visit model programs, work with outside consultants, coach each other in the classroom, meet with librarians to select materials, and so forth.

- Teachers and other staff use information on program strengths and weaknesses from the school's history-social science program assessment to analyze and improve their program in a systematic way.

- The school site council, parent committee, or other community organizations regularly review the operation and effectiveness of the program.

RESOURCES

The following publication is available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- History-Social Science Framework for California Public Schools, 1988.

VISUAL AND PERFORMING ARTS

The visual and performing arts curricula enable elementary students to acquire knowledge, develop skills, expand their creative potential, and value the arts through knowledge, experiences, and expression. Instruction in the arts is an indispensable part of every child's education and serves to enhance lifelong involvement in and appreciation for the arts.

The arts curricula include dance, drama/theatre, music, and the visual arts. They are planned and address the broad range of developmental levels of all elementary students. These curricula reflect the unique characteristics of each of the arts, and they integrate and interrelate the arts with each other and with the core curriculum as appropriate. Students are taught the content and techniques that make each of the arts unique and learn to see the characteristics that the arts hold in common. Aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing are fundamental components upon which all instruction in the arts is based.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS:
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
The written visual and performing arts curricula are systematic and articulated through the grade levels. They include aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing.	The visual and performing arts curricula emphasize production/performance with little or no attention given to aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing.
Adequate time is provided in the instructional day for the visual and performing arts curricula to provide all students with an understanding of the arts in their lives and in the world, past and present.	The arts are treated as occasional classroom activities with no relation to the environment, world cultures, history, or the ongoing need for human expression.
All students are involved in opportunities to express themselves creatively through the arts, both nonverbally and verbally.	Arts experiences are scheduled only for those who demonstrate a talent for the subject.
Dance, drama/theatre, music and the visual arts are taught both as discrete disciplines as well as integrated for enrichment into other content areas.	Dance, drama/theatre, music, and the visual arts are taught only as separate disciplines with no connection to other arts disciplines or other curricular areas.

Students are engaged in visual and performing arts activities in the school and within the community, including attending a variety of performances; visiting museums; and participating in experiences brought to school by artists, arts providers, touring groups, or artists in residence.	There is little evidence that students participate in activities outside the classroom or that visiting artists or the community work in partnership with the schools to enrich the arts program.
The school library and other district and local resources provide students and teachers up-to-date arts reference materials such as videotapes, instructional films, slides, art reproductions, cassettes, records, scripts, reference books, software, and published music to enhance, expand, and strengthen the arts program. These activities are part of the planned arts program.	The school has limited arts reference materials available for students and teachers and appropriate resources are not identified or made available.
The district and school have a policy in place to provide support services, staff development, and time for planning the arts program.	Time for planning and appropriate staff development is not provided to support the arts program.
There are storage facilities, adequate materials and teaching space at each site for each of the arts.	The school does not have adequate storage facilities for arts equipement or materials or appropriate space for arts instruction.
There are a variety of measures used to assess student and program success including data collected from attitudinal surveys, teacher observations of performances/products, critiques, and teacher-developed tests.	Assessment is infrequent and not considered as part of the learning and improvement process for the students.

CURRICULUM

The district's visual and performing arts curriculum for the elementary grades is aligned with the Visual and Performing Arts Framework for California Public Schools. Dance, drama/theatre, music, and the visual arts are part of the core curriculum. All students receive well-articulated and sequenced programs in the arts designed to enhance their perceptual and cognitive growth, skill development, and aesthetic judgment. The curriculum includes aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing. The program appeals to all students' interests, abilities, and talents and is appropriate for each grade level.

These curricula provide a common core of knowledge for all elementary students. Through the unique multisensory approaches used in the arts, concepts and skills are taught within each of the arts disciplines and in other curricular areas.

Experiences in the visual and performing arts developed as part of the core curriculum offer elementary students the opportunity to express their uniqueness in creative ways. They enjoy and value all the arts disciplines. Through participating in learning about the arts, they begin to develop the means of communicating individual thoughts and feelings through artistic forms. This involvement progresses from guided perception activities and creative exploration toward the more formal teaching of higher level concepts and skill development. Students are enthusiastic about participating in the arts; e.g., singing, dancing, instrumental music, dramatics, and the visual arts.

INSTRUCTION

Students in the primary grades use expressive and perceptual modes in the arts to understand and respond to the world around them. Upper elementary students continue their response and begin to refine their skills and techniques and learn more about the history of the arts. The experiential and cognitive aspects of the arts are an integral part of students' daily school experience.

Students' capabilities for imaginative thinking are enhanced and extended through experiential learning in each of the arts disciplines. The arts experiences, which range from frequent, short-term projects to activities sustained over a long period of time, enable students to develop visual perception, creative capacities and auditory, kinesthetic, and interpretive skills. They also learn the basic vocabulary of the arts and the role of the arts and artists throughout history. Various instructional strategies are used such as direct instruction, cooperative learning, demonstrations, modeling, inquiry, research, discovery, and open-ended discussion. Instruction is rich in the use of visual and auditory resources. These activities match the students' developmental levels and the goals and objectives of the visual and performing arts curricula.

Artistic literacy is developed by engaging students in a variety of instructional activities such as playmaking from traditional folktales, learning and performing ethnic dances and music, and creating personal visual works based on their cultural background and other cultures of the world.

Historical instruction in each of the arts is explored in the intermediate grades to include how society has affected artists, the arts, and how artists and the arts have affected society, past and present.

Students learn that diversity is valued in the visual and performing arts and that there is an unlimited range of responses to any artistic issue, problem, or work. Students discuss their own creative work and develop criteria for evaluating their and others' work. This process is enriched through student-centered activities which enable students to model and provide feedback for each other.

SUPPORT

Support for the visual and performing arts program is evidenced throughout the elementary school in a variety of artistic events, displays, and performances. The district and site staffs exhibit support through various modes of student encouragement and incentives, curricular design, staff development, appropriation of time, equipment, materials, space, and budget. There is evidence of enthusiastic parental and community involvement.

The district supports the arts programs through a board-adopted statement of philosophy and sequential elementary visual and performing arts curricula which are articulated with the middle grade and secondary programs.

Time is provided for administration and staff to participate in in-depth in-service training in the content of the arts, program assessment, planning, and curriculum development. Also included are school visitations and collegial coaching.

The elementary arts program utilizes community art providers and arts resources to enhance the quality of the program. Community support is demonstrated, for example, by parent involvement in arts activities and student attendance at arts-related events brought to the school and in the community. A comprehensive plan includes the use of community artists, arts programs, galleries, museums, historic buildings, and the identification of supportive parents, and business and civic leaders. Private, nonprofit arts organizations, parent support groups, educational foundations, and corporate contributions expand the range and variety of the arts programs.

MATERIALS AND RESOURCES

The visual and performing arts program is well-planned and includes appropriate and diversified materials, equipment, and resources as well as adequate space and safe physical facilities. The budget provides for the maintenance, repair, and replacement of equipment. Students have access to a wide variety of musical instruments, high-quality arts materials, equipment for the production of two- and three-dimensional works, dance apparatus, and basic technical equipment necessary for theatre production. The advice of arts specialists is employed in the selection of appropriate materials, equipment, and facilities.

EVALUATION

Evaluation of the visual and performing arts curricula reflects the teaching of aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing. Monitoring the elementary students' growth and performance is systematic, frequent, and ongoing. A broad range of assessment methods are used, including (1) teacher and peer observations; (2) student demonstrations; (3) critiques; (4) teacher-developed tests; and (5) multidisciplinary presentations, displays, and performances.

Program evaluation examines the curriculum and instruction, parent/community and district support, student participation, training of the teaching staff, including peer coaching, sharing, and collaboration, and the time spent in teaching the arts.

Data collection and analysis provide feedback to students about their growth and progress. Teachers, administrators, and the community use these data for program modifications and for monitoring the effects of the program on the various student populations enrolled in the school.

EXEMPLARS

- The curriculum is based on the state's Visual and Performing Arts Framework.
    - Instruction in aesthetic perception focuses on how the individual sees the world. Students learn to identify and use the basic language of the arts discipline(s) under study. As they perceive and describe their environment, students acquire the conceptual tools to comprehend and respond to arts experiences and generalize to other experiences.

- Instruction in creative expression focuses on originating, creating, performing, and interpreting that expands students' capability for imaginative thinking. The opportunity for unique individual responses to visual and performing arts assignments generates excitement, encourages creative exploration, and enhances self-esteem. Students apply what they have learned in the classroom to formal and informal presentations of vocal and instrumental music, theatre, and dance. Visual arts students demonstrate their abilities through the production of two- and three-dimensional works.
- Instruction emphasizes the historical/cultural context of creative artists, their work, their stylistic development, and their effects on society in the past and present. Students study, understand, and appreciate cultural similarities and differences expressed through the arts. They expand their cultural literacy by becoming familiar with great artists from different cultures in each of the disciplines.
- Instruction in aesthetic valuing emphasizes awareness of and response to beauty in its many forms. Students study the sensory, intellectual, emotional, and social bases for understanding the arts in order to develop criteria for arriving at personal judgments about artistic form, content, technique, and purpose. Students interact through cooperative group activities and learn from their peers as well as from their teachers.

- Dance

  - Students learn and perform dances of different cultural and historical traditions and contexts.
  - Students understand that body language and gesture are formal ways of expressing social, historic, and artistic meanings.

- Students are provided sensory and kinesthetic experiences to heighten awareness of body and movement and master basic principles of movement.
- Students express ideas, feelings, and situations nonverbally through movement of the body as an instrument. They create individual movement patterns as well as gestures and phrases to develop, arrange, rehearse, and present.

- Drama/Theatre

    - Students learn the diversity of language use through formal and informal dramatic presentations and productions.
    - Students express characterizations of situations, ideas, and feelings through storytelling, play-making, role-playing, and acting.
    - Students demonstrate knowledge and understanding of folktales, myths, legends, and fables as they relate to their own and others' cultures.
    - Intermediate students begin to compare and contrast various elements in theatrical performances as a basis for developing criteria for aesthetic judging.

- Music

    - Students begin to learn through artistic processes that patterns of rhythm, harmony, melody, timbre, and dynamics are unique qualities of music.
    - Students begin to develop auditory skills by listening to a variety of musical performances including voice and various instrumental music groups.
    - Students learn to use simple musical instruments, including the human voice, appropriate to their developmental level.

  - Students, with the assistance of their teacher(s), judge their own performance on the basis of criteria appropriate to their developmental level.
  - Students begin to develop an understanding of the role of music within its historical and cultural context.

- Visual Arts

  - Students learn to communicate ideas, concepts, and feelings through the invention and manipulation of visual symbols.
  - Students begin to develop their visual and tactile perception as well as the observational skills necessary to make a visual interpretation of the world around them.
  - As students progress through the grades, they learn to use, with confidence, the materials, methods, and techniques of the various forms of the visual arts in order to express individual ideas, thoughts, feelings, and their understanding of the world.
  - Intermediate students develop a vocabulary for aesthetic valuing and apply it in discussing and critiquing their own work and the work of others.

- Students apply what they have learned in the performing arts to formal and informal presentations of vocal and instrumental music, theatre, and dance. Students demonstrate their visual arts abilities through the production of two- and three-dimensional works.

- Instruction in aesthetic valuing emphasizes awareness of and response to beauty in many forms. Students begin to develop criteria for arriving at personal judgments about artistic form, content, technique, and purpose.

- Students in the primary grades begin to study, understand, and appreciate cultural similarities and differences expressed through the arts. They expand their cultural literacy by becoming familiar with the accomplishments of at least a few of the great artists in each of the disciplines.

- Visual and performing arts activities are integrated into other areas of the curriculum, including reading and literature, history-social science, math, science, and language arts.
- Cultural literacy is fostered in all students as they study the arts and how the arts reflect ideals, traditions, and values of American culture and other cultures around the world.
- Teachers employ various teaching methods that allow students an opportunity to experience more than one arts discipline and emphasize the development of all basic arts skills.
- The necessary financial, human, and physical resources for visual and performing arts instruction are secured through the joint efforts of the teachers, administrators, district personnel, parents, and community members and organizations.

RESOURCES

The following publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools, 1987.
- Model Curriculum Standards, Grades Nine Through Twelve, Visual and Performing Arts, 1985.

- Technology in the Curriculum: Visual and Performing Arts (resource guide and diskette), 1987.
- Visual and Performing Arts Framework for California Public Schools, 1989.

PHYSICAL EDUCATION

Physical education develops essential skills that enhance all aspects of life--physical, mental, emotional, and social. The program focuses on the goals of (1) physical activity; (2) physical fitness and wellness; (3) movement skills and knowledge; (4) social development and interaction; (5) self-image and self-realization; and (6) individual excellence. The program should be developed within the context of a comprehensive health curriculum.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

CURRICULUM

The physical education curriculum develops each student's physical fitness and wellness, as well as the knowledge, skills, and values which support lifetime participation in fitness and sports activities. The physical education curriculum is developmental, and grade level expectations recognize students' individual physiological types and patterns of physical and psychological growth. The program is well planned and articulated among grade levels. There is also a clear link between wellness--e.g., nutrition, hygiene, and life-style--and physical fitness. Daily activities are aligned with the goals and objectives of the physical education curriculum. The program provides safe and orderly planned movement activities and exercises which address rhythms, dance, movement skills, physical fitness and wellness, games, sports, tumbling, and aquatics. The curriculum emphasizes basic locomotor, nonlocomotor, stability, and fundamental equipment manipulation skills. Students gain an understanding of the relationships of time, space, force, and flow in human movement. Gradually, students combine movements into more complex patterns, and then they apply skills in partners, small groups, and team activities and games. The curriculum provides opportunities for creativity and imaginative play. Although fitness is developed in all participants, activities are valued for their enjoyment as well as their health benefits. Teachers relate physical education to other disciplines, such as science, mathematics, health, and nutrition.

SOCIAL SKILLS

Students develop self-discipline and self-control in relation to other persons and objects, a positive self-image, and prosocial attitudes and skills. Students develop in a nonthreatening environment in which success is not dependent on athletic ability, although each student is encouraged to pursue individual excellence.

The curriculum promotes prosocial development through partner and team activities. Students develop acceptance of others and learn to share, receive and give help, encourage and support others, follow the rules, compete fairly, and cooperate. Students who have exceptional needs, including health problems or physical disabilities, receive assistance, and are included in activities adapted to maximize their contribution and success. Cooperation rather than competition is emphasized for all learners. Students engage more in fair competition and the pursuit of individual excellence in the upper grades.

INSTRUCTION

Physical education teachers establish a positive and motivating atmosphere toward participation and personal development. Teachers plan and employ a variety of instructional methods and teaching styles to meet the abilities, interests, and goals of all students.

Lessons are characterized by direct instruction; student involvement; structured small-group, team, partner, and individual activities; and skill demonstration. Instruction emphasizes students' strengths, gains, and potential. Evaluation of student progress is aligned with the six goals and grade-level objectives cited in the Handbook for Physical Education (California State Department of Education, 1986). Student progress assessments are nonthreatening. They are based on comparisons of an individual's previous versus current performance levels as well as on comparisons of students' performances relative to grade level norms and objectives.

PROGRAM SUPPORT

Teachers participate in staff development which addresses the current trends in physical education and wellness as well as strategies for ensuring all students' access to and progress through the curriculum. Teachers meet regularly to assess the quality of the curriculum and the effectiveness of the program and to plan program improvements. Facilities and equipment are well maintained, safe, and sufficient to provide for a wide variety of activities and for the optimal participation of all students. The staff promotes physical education and wellness in the school and community. Community facilities are used to supplement and enhance those which are provided at the school.

EXEMPLARS

- "Physical activity" refers to forceful, restful, and explosive-to-quiet movements; a balance between safety and risk-taking; and knowledge of the principles of movement as well as the history, rules, and strategies of various activities.

- "Physical fitness" refers to aerobics, progressive resistance activities, endurance, stretching, and the promotion of anappropriate relative percentage of lean to fat body mass.

- "Wellness" refers to the relationship between physical fitness and exercise, nutrition, body composition, stress, sleep, prevention and care of injuries, healthy life-styles, and hygiene.

- "Movement skills and knowledge" refer to the development of fine and gross motor skills, the aesthetic and expressive aspects of movement, posture, transfer of learning, and effectiveness and efficiency in physical performance.

- "Social development and interaction" refer to a respect for self and others, a sense of fair play, an appreciation of individual differences, prosocial attitudes and behavior, fair competition, and control of aggression and conflict.

- "Self-image and self-realization" refer to body knowledge, identity, coping skills for stress, self-control, ethics, personal responsibility for well-being, creativity, aesthetics, and personal potential.

- "Individual excellence" refers to self-appraisal of strengths, goal-setting, perseverance, confidence, vigor, peak experiences, and high levels of personal physical performance.

- Students experience physical education daily. Instructional time meets minimum time requirements, exclusive of recesses.

- Instruction includes coeducational activities and reflects equity in all aspects of the program.

- Teachers employ a variety of teaching styles which may include: command, practice, reciprocal tasks, self-check, inclusion, guided discovery, problem-solving, student-designed, student-initiated, and self-teaching styles.

- Students have the opportunity to develop competence in discrete skills through modeling and guided practice before they are expected to apply the skills in complex situations.

- Students' fitness potential is given ongoing support, and a high level of fitness and wellness is developed and maintained by:

  - Learning to measure and understand the significance of resting and exercise pulse rates
  - Demonstrating as well as self-assessing proficiency
  - Understanding the value of warm-up, conditioning, and cool-down activities for injury prevention
  - Identifying and understanding the fitness characteristics; e.g., flexibility, strength, and muscular as well as cardiorespiratory endurance, all of which are enhanced by designated exercises and activities

- Students develop effective motor skills, understand the fundamentals of movement, and appreciate the aesthetics of creative movement by:

  - Creating patterns to rhythms using locomotor skills (e.g., running, hopping, skipping,) and nonlocomotor or axial skills (e.g., twisting, swinging, bending, falling)
  - Demonstrating static and dynamic balance competencies
  - Coordinating body movements when utilizing diverse equipment, such as bean bags, jump ropes, rhythm sticks, parachutes, and hoops
  - Demonstrating an ability to modify effectively the speed, force, flow, and direction of body movements

  - Understanding factors related to stability or balance, such as base of support and center of gravity
  - Providing a personal interpretation of a dance performance

- Academic instruction is integrated with other curricular areas and addresses:

  - Health and hygiene
  - Science
  - Nutrition
  - Safety
  - First aid
  - English as a second language
  - Prevention and treatment of injury

- Students develop and maintain a positive self-image and exhibit appropriate social behaviors while participating in physical education by:

  - Appreciating their personal physical characteristics and capabilities
  - Appreciating the performance of others and supporting the efforts of their peers
  - Giving and receiving help
  - Initiating game modifications to enhance inclusion of less-skilled students
  - Displaying self-confidence when performing skills in front of peers
  - Demonstrating coping and problem-solving skills
  - Self-selecting a variety of partners and small groups while demonstrating sensitivity to the feelings of peers
  - Willingly sharing equipment and play space

- Students strive to achieve their highest personal level of physical performance and participation by:
    - Establishing realistic personal goals
    - Demonstrating perseverance, concentration, confidence, and cooperation
    - Expressing a sense of satisfaction and self-worth
    - Utilizing available school and community resources for participation in extracurricular physical activities, including recess, intramurals, and recreation

- Organization of activities and sufficient equipment allow extensive time on task.

- Students with limited proficiency in the use of English are provided primary language and sheltered English instruction to the extent necessary for normal progress, especially in the language-dependent aspects of the core physical education curriculum.

- All students are assessed at the beginning of the school year and regularly throughout the year. Teachers use the results of assessments to determine an appropriate program of instruction, modify curriculum, determine students' progress, and report results. Standards for student performance and grading procedures are written and communicated to all students and parents.

- Teachers employ community resources, such as:
    - Recreation departments
    - Community leaders
    - Community facilities
    - Business and industry
    - State and national parks
    - Public fitness/wellness campaigns and activities

  - Private media materials
  - Doctors and hospitals

- Physical education is included as part of an integrated staff development program.

- The school and district administration supports the physical education program by ensuring that sufficient trained staff,facilities, equipment, and materials are available to implement a high-quality program.

RESOURCES

The following publication is available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- The Handbook for Physical Education: A Framework for Developing a Curriculum for California Public Schools, 1986.

The English-as-a-second language (ESL) program is planned with clearly stated goals and objectives for having students acquire native-like communicative competence in English. The program enhances students' self-confidence and promotes language proficiency for personal, social, and educational purposes. The curriculum moves students from early to advanced levels of proficiency in listening, speaking, reading, and writing. Through both the curriculum and instruction, students learn to accommodate the sociocultural similarities and differences between the native language setting of the home and the second language environment of the school.

ESL instruction develops students' abilities to use English as a means of gaining knowledge, acquiring skills, and communicating with others. It enhances higher order thinking across the ESL and core curriculum; promotes academic skills in the content areas; and strengthens students' abilities to listen actively, speak fluently, read efficiently, and write effectively. Students engage in both teacher-directed and student-centered activities which are or simulate authentic uses of English by native speakers. Teachers and students

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Curriculum

There is a written description of what constitutes successive levels of language competency, and students experience a smooth transition between levels and schools.

Printed materials with authentic language and situations correspond to students' ages and English proficiency levels.

approach learning as developmental and do not make unreasonable demands for grammatical accuracy over communicative function and the natural stages of second language acquisition.

Qualified teaching and support staff are sensitive to students' needs. Materials accommodate students' interests, backgrounds, and levels of language proficiency. Identification and assessment practices ensure recognition of students' strengths and result in proper placement. Assessment for achievement is holistic and competency-based and is aligned closely with the content and format of the ESL curriculum and instruction. There is active collaboration and staff development among professional, paraprofessional, and volunteer staff members in the program.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

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There is little or no articulation between schools and levels for ESL students.

All students use the same texts regardless of ESL proficiency level or age; there are no materials for some students, especially those who are preliterate. Printed materials often contain overly simplified, contrived, or stilted text.

The ESL program is meaning-centered and literature-based; it is supplemented when necessary with direct instruction in vocabulary, grammar, and pronunciation related in meaningful ways to and in the context of the ESL and academic core curriculum.

Non-English speakers who are literate in their first language have access to the core curriculum through both materials and instruction in that language.

The ESL curriculum, materials, instructional practices, and expectations reflect high standards and are consistent across classrooms.

Technology (e.g., videos, films, recordings, tapes, and computers) provides a variety of language experiences for ESL students.

Instruction

ESL instruction is developmental in nature and allows students to acquire English to their fullest potential at a pace appropriate to their ages and developmental levels.

Various approaches appropriate to students' language levels, academic proficiency, and communicative needs are used. Approaches include frequent student-centered, activity-based instruction.

Direct instruction in handwriting, sound-letter correspondence, and pronunciation is based on assessed need and is provided in the context of the communicative, meaning-based ESL curriculum.

Cooperative, heterogeneous experiences provide rich opportunities for student-student interactions--both in ESL across language groups and proficiency levels and within content classes between ESL and native English speakers.

Material is often disjointed and skill- or grammar-based without meaningful ties to literature or to the other features of the English-language arts curriculum.

There are few or no materials in the student's native language related to the core curriculum.

Instruction by teachers of the same levels differs greatly in quality, content, and outcomes.

There is little or no technology available to ESL students.

ESL instruction is perceived as remedial to correct the language problems or deficits of the ESL students.

Whole-class direct instruction is the dominant mode offered in the ESL program.

Intensive drill and practice in handwriting, decoding, mechanics, and minimal pair sounds predominate.

Teachers assign students to roles in groups which keep ESL students from participating fully in class or from interacting with native English speakers.

Students' home languages and cultural experiences are incorporated into the curriculum and instruction.

Methods and materials of instruction instill self-confidence and self-esteem.

In large groups, small groups, and dyads, students discuss ideas and values related to the core readings, with instruction focused on helping students develop new insights into their own lives and those of others.

A range of thinking skills is taught in the context of worthwhile literature. A wide range of thinking develops as students read, write about, and discuss the meanings they discover through this literature.

Students in all subjects learn to use the writing process flexibly, with attention to the different strategies necessary for the different kinds of writing people actually do. Writing instruction begins with encouraging fluency and content before correctness of form, handwriting, and spelling. Students focus on making sense of what they read, write, and discuss; and teachers assess progress in terms of function and fluency rather than correctness.

Oral language proficiency is encouraged through a variety of listening and speaking activities for individuals and groups in settings where meaning is sought and negotiated from literature and real-life experiences.

School Environment

All adults responsible for the instruction of ESL students encourage the use and mastery of the language arts in all subject areas. They introduce and model the listening, No effort is made to use the rich variety of languages and cultures of the ESL students in class. Students are sometimes forced to deny, relinquish, or ignore their heritage.

Students are often criticized and corrected in public for their English usage.

Skill sheets are central to the curriculum. Students passively complete skill sheets and read controlled-vocabulary stories in order to develop correct speech, complete prescribed writing assignments, and comprehend conventional interpretations of texts. Any formal teaching of literature is limited to the study of plot, character development, vocabulary, and grammatical structures.

Thinking is perceived as distinct, separate, and hierarchically arranged levels. Thinking instruction is separated from the language development and content instruction.

Only low-level writing tasks are taught, often without purpose and without incorporating students' personal ideas and experiences. Students are taught formulas for written products (e.g., the five-paragraph essay and the paragraph with a fixed topic sentence). The purpose is to promote grammatical and structural correctness. Handwriting and spelling are taught as separate subjects apart from literature-based writing.

Only the best students are encouraged to speak, and the activities are not connected to reading and writing. Opportunities for self-expression in individual and group settings are limited. Verbalization consists of one-word responses to teachers' questions.

Instruction in the language arts is relegated to language arts lessons. Teachers and other adults infrequently share their own readings and writings with students.

speaking, reading, writing, and thinking strategies that students are to employ.

The entire school community supports and models effective listening, speaking, reading, and writing.

Planned curricular and extracurricular experiences facilitate positive student interactions inside and outside class with native speakers of English.

ESL students receive general fund services supplemented by categorical funding for enrichment. There is a wide variety of printed, audiovisual, and manipulative materials for all ESL students at all levels of development and in all subject areas.

Home Environment

Parents are encouraged to use their most fluent language when communicating with their children at home. There is frequent, systematic, and purposeful communication between the school and homes of the ESL students.

Resources, both people and materials, from the ESL students' communities are integrated into the curriculum.

Staff Development

The school's in-service programs frequently address:

- Communication-based aural-oral skills development for ESL students
- Literature-based curriculum and methods for teaching ESL students
- The nature of learning and development of higher order thinking processes

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Members of the school community are apathetic about the importance of highly developed language arts abilities for ESL students; the focus for these students is minimum proficiency for survival purposes.

ESL students do not participate in extracurricular activities and are kept in low-track classes or instructional groups separate from native speakers of English for the entire day.

ESL students receive services paid only from categorical funds (e.g., Chapter 1, Migrant Education, EIA-LEP), which relieves the district from funding basic ESL services. Materials for ESL students are limited primarily to those provided for native English speakers.

Parents are told to use only English even when they do not speak it well themselves. There are few, if any, successful attempts to communicate with the parents or guardians of these students.

The school has not acknowledged, identified, or utilized the community resources or language groups represented in the ESL program.

There are rare opportunities for teacher training.

In-service programs do not address second-language development or strategies for teaching content to non-native speakers.

The ESL staff is omitted from literature-based staff development activities.

- ESL teaching competencies, including knowledge of language acquisition, assessment, cross-cultural and interpersonal communication skills, and content-based instruction
- Writing process approaches
- Collaborative implementation of staff development and new teaching strategies, collegial problem-solving, and coaching across curriculum areas

Assessment

Staff members are trained and employ assessment practices which include authentic holistic measures aligned with the modes through which students learn the knowledge and skills being assessed. The evaluation of students' individual and group work in class over time is as important as formal testing in assessing student progress.

Credit is granted for work that meets the district's requirements in subject-matter classes in the native language of the student. There are provisions for placing students based on demonstrated proficiencies. All ESL classes count toward graduation requirements in English-language arts.

Auxiliary Support

All adults who interact with ESL students demonstrate high expectations for these students and frequently recognize these students' strengths and progress publicly.

The school library contains an extensive collection of materials which provide access to the core curriculum for ESL students, including supplementary and audiovisual materials. These are available in the native languages of the students as well as in English at a variety of proficiency levels, and there are personnel available to assist students in taking advantage of them.

Only low-order cognitive skills are addressed in the training of ESL staff.

ESL staff members are trained in rote drill and practice and are not updated on the integration of language processes, thinking, and concept development for ESL and content instruction.

Approaches to teaching writing which emphasize form and correctness predominate. Staff members do not train together across curriculum areas, nor do they solve problems together or coach each other on new strategies.

Staff members are provided no training in second-language assessment and use paper-and-pencil tests that are often the same ones given to native English speakers.

Graduation credit for English is not granted for all ESL work. Transcripts from other countries are not used to grant subject-matter credit. ESL students must take all classes in lockstep order without allowance for previous creditable coursework in their primary language or for demonstrated competencies.

ESL students are perceived as slow learners and are placed in remedial tracks or instructional groups for language and content instruction.

Few or no books in the students' native language can be found in the library. Only books for native English speakers are available. There is no range of materials for beginning, intermediate, and advanced ESL students, nor are there personnel to assist these students in the library.

The school's guidance services, health services, and extracurricular activities are accessible to students still acquiring English.

The special nature of ESL populations in terms of their refugee or immigrant status and possible migrant conditions are addressed by the school to minimize their negative effects on student learning.

Teachers of other subjects recognize the special needs of ESL students and adjust their teaching accordingly by providing sheltered or bilingual instruction.

INTEGRATED CURRICULUM

The program integrates ESL instruction with the instruction that students receive in the core curriculum. They learn the ethics, values, customs, and beliefs that are prevalent in the United States and achieve cultural literacy. The processes of listening, speaking, reading, and writing are integrated throughout the ESL curriculum. Students learn to recognize and appreciate the interdependence of oral and written language as they use both for understanding and expressing ideas in a variety of fields of knowledge. They see language as a means for thinking and creative expression.

The ESL curriculum is communicative-based and is supported by materials appropriate for students of preliterate to fluent English proficiency. These include literary works from the core curriculum, provided through nonprint media when necessary for students whose English proficiency does not yet permit them to experience the works fully through print. Students are also offered comparable selections in their native language if they are literate in that

Little or no native language support is available for guidance and health services, effectively precluding student access for those who speak little English. ESL students must wait until they have English skills to participate in extracurricular activities.

The school policies reflect a lack of sensitivity or awareness of the adverse circumstances of many ESL students and the negative effects these conditions can have on student learning.

ESL students must wait until they have English proficiency before they can effectively study other subjects. Teachers of these subjects make no modification in their direct instruction in English.

language. The literature available to students in ESL programs represents cultural and linguistic diversity in a variety of genres. Intermediate and advanced students in ESL programs read the core literature available for native English speakers.

ESL AND THE CONTENT AREAS

While they are developing English proficiency through ESL, students are also acquiring English through content instruction. All teachers use language in ways which ensure student comprehension, and content instruction provides opportunities for students to develop listening, speaking, reading, writing, and thinking skills in the language of all the core subjects--language arts, mathematics, science, history-social science, visual and performing arts, physical education, foreign language, and other subjects included in the school's curriculum.

INSTRUCTION

Instruction is developmental and includes a variety of communicative, meaning-based approaches which incorporate a range of thinking skills. All students receive teacher-directed and student-centered instruction which encourages them to respond effectively to subject matter. Activities promote active individual and cooperative learning. Instruction includes use of students' home languages and cultural experiences, promotes self-esteem, and reflects high expectations for all students. Classroom materials and activities draw on real life as well as on literature. Students' language proficiencies are nurtured through a variety of oral and written language development activities appropriately paced for students' developmental levels. Instruction addresses language needed for survival, for specific content areas, for varied social contexts, and for critical thinking. It also addresses pronunciation, vocabulary, and grammar for refinement of fluency within the context of meaningful language and authentic activities. Students in ESL programs interact frequently with each other and with native speakers inside and outside class in both formal and informal activities.

TRANSITION FROM ORAL TO WRITTEN ENGLISH

Oral language development precedes and prepares students specifically for initial reading and writing activities. ESL lessons ensure that preparation for reading and writing in English is well established, both aurally and orally, that expectations for writtenlanguage are matched to oral language competence, that lessons ar based on students' prior knowledge, and that opportunities for the integration of oral and written language skills are provided. The district or school or both have written criteria and procedures that guide the decisions of the subject-matter and ESL teachers on when to introduce students to formal English reading.

ESL methods and materials for students who are not literate in English rely heavily on students' background experiences. With nonliterate students, teachers use pictures, real objects, gestures, audiovisual materials, and other ways to convey meaning as students develop essential oral language and literacy skills. Flexible grouping in these aural/oral activities allows literate and nonliterate students to work together.

SCHOOL ENVIRONMENT

The school community accepts students' home languages and native cultures. Staff members also model the effective use of English and encourage students who are ready to use English for social and academic purposes. The school values and supports ESL students' efforts to acquire English, and all school personnel contribute to a climate of acceptance and welcome for these students and their families. Planned curricular and extracurricular experiences with native English speakers promote full access to school life for all ESL students.

HOME ENVIRONMENT

The school staff maintains frequent contact with the home through conferences, school events, and home visits. Parents are encouraged to nurture their home languages and cultures as a means of enriching their children's knowledge of their heritage and strengthening their self-concepts. Parents visit classrooms and share experiences of their homelands.

EVALUATION AND ASSESSMENT

Student progress is evaluated by means that are consistent with instruction. Both subjective and objective measures are applied, including teacher observations, rating scales, student interviews, informal tests, standardized tests, and appraisals of students' work. The students and their parents have the opportunity to review the ata collected and to respond.

ESL program assessment consists of multiple measures of program effectiveness, including achievement gains, staff and parent support, and observed use of English both inside and outside the context of the ESL program. Based on these data, changes in the program are made to ensure each student's maximum achievement.

PROGRAM SUPPORT

The principal, teachers, and other school personnel are well informed about the goals and objectives of the ESL program and offer their enthusiastic professional and material support. Qualified teaching and support staff are sensitive to and appreciative of ESL students' potential and strengths. They take an interest in listening to and speaking with the students about their interests, backgrounds, problems, and successes. They offer praise for students' accomplishments in learning English and in using English to communicate socially and during ESL and content instruction. The budget of the school reflects ESL expenditures from both district and categorical funds for materials, supplies, personnel, and staff training necessary to carry out an effective ESL program. To ensure student progress, there are appropriate staffing ratios, groupings of students, and time to plan for active student learning.

Materials of many levels of difficulty are available in the classroom and the media center. Both print and nonprint media are used. ESL students use tapes, records, computers, and other technology as resources for generating and receiving authentic communications. The room arrangement allows students to work individually, in pairs, in small groups, or as a whole class. Peer interaction with native speakers of English is encouraged, occurs regularly, and is effective in promoting positive social and linguistic outcomes.

STAFF DEVELOPMENT

Collaborative staff development among professional, paraprofessional, and volunteer staff members includes training in communication-based second-language acquisition and literature-based language arts and subject-matter instruction in English for non-native speakers. The training promotes strategies for higher-order thinking, cross-cultural understanding, and ESL reading and writing. There are regular opportunities for collegial discussions and/or peer coaching related to the staff development program. Adequate planning time is provided for ESL and subject matter staff.

There is a program for the recruitment, selection, and training of staff to ensure qualified, well-prepared, and properly credentialed teachers. Teaching competencies include demonstrated proficiency in spoken and written English; experience in learning another language; understanding of other cultures; knowledge of first- and second-language acquisition theory and research; ability to use effective second-language teaching strategies for ESL and subject-matter instruction; knowledge of the interrelationships among bilingual, ESL, and mainstream programs; and knowledge of first- and second-language assessment.

EXEMPLARS

Curriculum

- The ESL curriculum includes written standards of expected student achievement in developing communication skills, including :
    - Preproduction level--following simple commands

  - Intermediate fluency level--reading proficiency equal to aural understanding
  - Advanced level--discussions about personal history, leisure activities, core-content subjects, and current events

- Beginning ESL students grasp concepts through visuals, pantomime, role play, native language use, and other meaning-based activities. For the special needs, interests, cultural backgrounds, and abilities of the intermediate and advanced students, core, extended, and recreational works of literary merit are selected.

- A student-centered curriculum reflects students' own writings, projects, and oral and written expressions of personal opinions, ideas, and reactions to readings and activities. Students engage in activities similar to those developed in the California Writing Project: freewriting, drafting, responding, revising, editing, and postwriting.

ESL and Content Areas

- ESL and content teachers are familiar with the students' language proficiencies and use this knowledge to facilitate students' language and concept development.

- Listening, speaking, reading, writing, and thinking are developed in specific core subjects through such sheltered English instructional strategies as:

  - Extensive use of audiovisuals, gestures, and other context clues
  - Access to native language support
  - Cooperative learning and other interactive activities
  - Meaning-based reading and writing activities consistent with the California writing and literature projects

Instruction

- Developmental language acquisition approaches :
    - Allow for the development of thinking and listening before production.
    - Use language related to real life.
    - Require teachers to expand on what students say by adding details natural to the context.
    - Involve questions for which multiple responses are appropriate and which offer unique response opportunities from students.
    - Require teachers to restate ungrammatical student utterances in correct form to clarify communication rather than correct student errors directly.
    - Follow a progression from preproduction, early production, speech emergence, intermediate fluency, and full fluency to meet the range of needs for preliterates, beginners, intermediate, and advanced ESL levels.

- Communicative ESL methods include total physical response (TPR), the natural approach, suggestopedia, information gap activities, the language experience approach, music and other rhythmic techniques, poetry, storytelling, role play, drama, readers theater, games, affective activities related to confluent education and values clarification, critical thinking and problem-posing, cooperative learning, and computer-assisted instruction.

- Students acquire correct pronunciation, vocabulary, spelling, handwriting, and grammar through comprehensible input, meaningful modeling, and practice in personalized contexts, such as student-invented stories, individual spelling dictionaries, and peer reading/writing response groups for clarifying and expending written work.

- Active student learning includes the promotion of cognitive learning strategies:
    - Self-monitoring--self-questioning, predicting
    - Rehearsal--repetition, copying, underlining
    - Elaboration--paired associations, analogies, metaphors
    - Information organizing--outlining, mapping, summarizing
    - Affective--focusing attention, self-rewards, self-praise
    - Personal--relating to prior knowledge, personal experience, and past events

- In all classes teachers treat their perceived low achievers in ways similar to how they treat their high achievers in terms of opportunities to respond, help in responses, and positive feedback; they create situations where all students' ideas are important.

- Students are provided an additive language environment in which they acquire a second language without abandoning their mother tongue.

Transition from Oral to Written English

- Preparation for reading and writing includes aural comprehension activities and having students read first that which they already understand and can produce orally (e.g., the language experience approach).

- Written standards for transition from oral to written English for ESL and content areas focus on students' strengths in using whole language to understand and communicate ideas, whether it be the language of language arts, mathematics, science, history-social science, visual and performing arts, physical education, or foreign language.

- Initial literacy activities include pantomime, manipulatives, picture-word files, copying and copy-change writing, invented spelling, choral reading and recitation, directed reading/writing and thinking activities, and native language support.

School Environment

- Students observe classified and certificated staff and adult volunteers effectively communicating in English with ESL students.
- Students in ESL programs participate in the full range of cocurricular and extracurricular activities, including sports, music, publications, and academic and social clubs.
- College preparatory and gifted and talented programs include a proportionate number of students in ESL programs.
- Students receive their share of general fund services before categorical funds are used for supplemental services.

Home Environment

- Teachers encourage parents to assist their students to succeed in the program by visiting classes, encouraging homework, monitoring use of television and radio, and listening to and talking with their children in their strongest language.
- Initial and frequent home-school links include phone calls, parent conferences, school events, home visits, notes sent with students, and letters in a language the parents understand.
- Information about student progress is shared with parents, and they are given opportunities to collaborate in decisions affecting their children's education.

Classroom Resources

- The classroom has a variety of print and nonprint materials to meet the needs of all proficiency levels of students, including picture files, story files, magazines, books, tapes, computers, and other means for generating authentic communication. For intermediate and advanced ESL, resources in literature match the English-language arts curriculum in terms of versions in the native language, adaptations, and nonprint forms such as videotapes and video disks.

- The tables, chairs, and desks are arranged to facilitate individual, pair, small-group, and whole-class activities.

Evaluation and Assessment

- Students are placed on the basis of multiple criteria. Progress is measured through formal and informal means, including observation, proficiency scales, writing samples in the native language and English, other student work and portfolios, criterion-referenced measures, and selected norm-referenced instruments.

- All staff who work with ESL students receive training on interpreting assessment information, including observation instruments, rating scales, informal and standardized tests, and appraisals of student work.

Program Support

- ESL teachers and other teachers meet regularly to plan strategies and materials which are effective for various populations to maintain high standards of expected student achievement and promote student strengths.

- The school library, health office, guidance services, and other services actively support the needs of students in ESL programs at a level equal to services provided for native English speakers.

- Support for the core curriculum includes:

  - Different modes of instruction--visual, auditory, cooperative, competitive, primary language, sheltered English
  - High-intensity experiences involving frequent feedback, additional practice, and lower student-adult ratios
  - Varied activities and resources in order to meet the specialized instructional needs of the ESL population

Staff Development and Preparation

- The ESL staff receives training in communicative ESL approaches, including natural language, language experience, directed reading and thinking, and literature-based English-language arts consistent with the California writing and literature projects.

- Classroom teachers and ESL staff meet regularly to learn from and support each other. Their cooperative efforts ensure that their courses are developmental and are articulated as students progress through the grades. College-bound students meet university requirements, and all students develop competence in English-language arts.

- ESL teachers hold appropriate credentials and demonstrate competencies to work with students in the ESL program, including:

  - Demonstrated proficiency in spoken and written English
  - Experience in learning another language

- Understanding of other cultural systems
- Knowledge of first- and second-language acquisition theories
- Ability to use appropriate teaching strategies
- Knowledge of the interrelationships among bilingual, ESL, and content-area core curriculum and instruction in English
- Knowledge of first- and second-language assessment measures

RESOURCES

The following resource publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Becoming a Nation of Readers, 1985.
- English-Language Arts Framework for California Public Schools, 1987.
- English-Language Arts Model Curriculum Guide, K-8, 1988.
- Foreign Language Framework for California Public Schools, 1989.
- Handbook for Planning an Effective Literature Program, 1988.
- Handbook for Planning an Effective Writing Program, 1986.
- Model Curriculum Standards, Grades 9-12, 1985.
- Practical Ideas for Teaching Writing as a Process, 1987.
- Recommended Literature, Grades 9-12, 1989.
- Recommended Readings in Literature, K-8, 1986.
- Recommended Readings in Literature, K-8, Annotated Edition, 1988.

The following resource publication is available for $10 from the University of California, Los Angeles, Center for Academic Interinstitutional Progams (UCLA/CAIP), 405 Hilgard Avenue, Los Angeles, CA 90024:

- Literature for All Students: A Sourcebook for Teachers, 1985.

FOREIGN

The foreign language program develops students' proficiency in using the language to gain and give information for personal, social, professional, and educational purposes. This proficiency also includes cultural literacy relating to the societies that speak the language.

Foreign language instruction is student-centered and communication-based, and classroom business and learning activities are conducted in the foreign language.

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Curriculum

Experiencing and learning about the world through a foreign language is the dominant activity in the foreign language program. Learning activities are organized to develop a steady growth in communicative proficiency. Higher levels of proficiency are attained by repeated use of language functions at increasingly higher levels. Communicative practice takes place in actual or simulated everyday situations.

Students encounter cross-cultural similarities and differences in their communicative tasks, and culture is an integral aspect of the language acquisition process.

The language of the teacher and all learning materials are representative of what is heard and read in societies where the

ANGUAGE

Classroom activities include listening, speaking, reading, and writing about useful content. The language used is authentic, reflecting the language spoken and read in a society that uses the language. Assessment is holistic and competency-based.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

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Structure drills and exercises are the major student activities. Language components are memorized and practiced as isolated entities. Higher levels of proficiency are viewed as more vocabulary, more complex grammar, more difficult texts to translate, and fewer grammatical errors. Opportunities for authentic communication are limited.

Culture is treated as a separate issue. Students learn about customs, traditions, institutions, foods, and social formalities in separate lessons.

The language used is contrived and out of context. It is chosen to illustrate certain linguistic forms and patterns.

language predominates. Significant literature serves as the source of much of the language used and modeled and is chosen to enhance students' general knowledge and understanding.

Instruction

Students acquire communicative proficiency by constantly comprehending and using the language, demonstrating comprehension of new expressions before using them. They practice communicating in meaningful contexts and realistic situations.

Students practice and interact in pairs and small groups. They gain and give information in varied, individual ways. They move about, handle props, regroup, demonstrate, pantomime, use technology, play roles, write notes, and read while acquiring communicative competencies.

Students use the language freely, and they probe and experiment beyond what has been learned thoroughly. Teachers encourage such efforts and guide and support students in developing new ways of expression. They provide opportunities for students to engage in negotiation of meaning, divergent thinking, and open-ended interaction.

Students enjoy using the language outside the classroom. They are stimulated and guided to interact socially and to read the language for pleasure.

Students move through a variety of interesting, well-paced activities during an instructional period.

Content

Language learning experiences focus on useful content. Through communicative activities students expand their knowledge of the other culture and people, of other subjects in the local curriculum, and of international issues.

Literature is often translated and often chosen for its aesthetic reputation or grammatical structures.

The teacher leads the students through structure drills and illustrates and explains the rules. The teacher has students memorize expressions and dialogues and recite them without checking for understanding. The whole class often engages in choral response.

Teachers instruct and guide students primarily on a whole-class basis. They provide scripted dialogues for student interaction. Students are required to remain in assigned seats under direct teacher control most of the time.

Teachers constantly correct students when they make errors. They require students to remain within the safe bounds of carefully controlled language material and lessons.

Teachers prefer students to use the language under direct teacher supervision. Reading is selected and assigned by the teacher, and assignments are checked for correct grammar, usage, interpretation, or translation.

Teachers stay with one topic, lesson, or unit until it is completed.

Language learning centers on language structures. Minimal importance is attached to context or to the information that is transmitted by the structures.

Materials and Resources

Materials support the development of communicative proficiency. Exercises and activities are communication-centered, contextualized, and content-focused.

Computers are used to stimulate communicative activities of various kinds, especially student-student exchanges. Video and film provide communicative stimuli and information in culturally authentic settings and situations.

Support

The district supports an articulated K-12 program in several foreign languages with communication-based curricula, appropriate materials, and trained teachers. The school staff values foreign language instruction and promotes student enrollment.

Evaluation

Evaluation procedures match the communicative objectives of the program. There is ongoing assessment of the kinds and quality of messages students can understand and produce. Students are placed in the program on the basis of a communicative proficiency rating. Proficiency testing measures a student's performance while engaged in a communicative activity.

Materials are designed to provide explanations and exercises of language components such as grammar, pronunciation, vocabulary, and so forth. Exercises and language activities are often disconnected, mechanical, and grammar-centered. Lesson format and sequence are dictated by the order in which Latin grammar has been traditionally taught.

Computers provide opportunities for supplementary language analysis and drill only. Student interaction is limited to generating predetermined answers and rejoinders. Video and film provide travelogues or passive encounters with the target culture.

The district provides a few semesters of foreign language instruction in one or two languages, with little provision for articulation or proficiency-based placement. The district makes do with an outdated curriculum guide and outdated materials. Counselors and administrators do not actively support and promote growth in the foreign language program.

Evaluation instruments measure knowledge of grammar and vocabulary. Objective tests predominate; students choose the best answers or responses. Placement is based on a student's previous grades and courses completed.

CURRICULUM

The foreign language curriculum consists of a core of useful communicative functions, content, and cultural features. Students employ the language in realistic situations that include listening, speaking, reading, and writing in appropriate cultural contexts. The curriculum also includes culturally appropriate gestures, facial expressions, and voice modulations; social conventions and everyday living activities; academic subjects and literature; occupations; and current events. Students develop proficiency in getting and giving information in the language, expressing feelings, evaluating and commenting, regulating activities, organizing speech, and ensuring understanding. They practice these language functions in such contexts as traveling, shopping, eating, personal affairs, education, occupations, social customs, the arts, science, current affairs, politics, government, house and home, public services, interpersonal relationships, and so forth. Specific themes and topics are chosen to meet students' interests and needs. Languages offered include several from Europe or the Pacific Rim, classical languages, the native languages of students at the school, American Indian languages, or American Sign Language.

INSTRUCTION

Communication-based instruction develops students who can use the language to get things done. After initial language modeling and input by a native-like model, students engage in communicating most of the instructional time. Instruction is student centered, involving much interaction in the foreign language between students, students and teachers, and students and materials. The teacher serves mainly as a language model, coach, and facilitator, encouraging students to use the language freely without fear of constant correction. Small-group activities are employed often to promote maximum interaction. Students are motivated to extend themselves beyond their most comfortable range in all language modes in order to develop higher levels of communicative competence. Learning activities are varied and fast-paced. Teachers provide students with suggestions and opportunities to use the language beyond the classroom.

MATERIALS

Written and audiovisual materials provide students with authentic language and cultural encounters for practice in communicating. Computers serve as communicative partners or links with partners. Materials and technologies are used also to stimulate interaction between students in the classroom. Common objects, models, cutouts, drawings, and pictures are used to trigger communicative activities; students ask questions, express feelings, tell stories, write, hypothesize, and read in the target language.

SUPPORT

The school district allots sufficient resources to the foreign language program and provides for a student/teacher ratio that facilitates communicative activities. Teachers have time to meet and plan an effective program. The district has an articulated K-12 foreign language program with a placement procedure based on proficiency in the language. Only qualified foreign language teachers are assigned to teach foreign languages.

EVALUATION

Evaluation measures how well students can understand and produce messages in the foreign language. Criteria include the quantity of specific functions and vocabulary the students can use in communicating, the cultural literacy exhibited, structural accuracy, fluency, and pronunciation. The major consideration, however, is a holistic assessment of the degree to which messages are being understood as intended. The degree of success of the students in communicating, using authentic language or real-life situations, determines the effectiveness of the foreign language program.

STAFF DEVELOPMENT

There is a planned staff development program that supports instruction for communication-based language acquisition. Teachers have a role in such planning and have time for peer observation, peer coaching, regular collegial discussions, and problem solving. Opportunities are provided to meet with outside consultants, attend conferences and workshops, and visit other successful programs. Teachers are urged to travel or study abroad, participate in teacher exchange programs, attend university classes, try new teaching strategies, and share new ideas with their colleagues.

EXEMPLARS

- The foreign language program is guided by a curriculum that:
    - Delineates the core communicative functions and content to be acquired by students at each proficiency level
    - Suggests effective instructional strategies for attaining communicative proficiency in the classroom
    - Describes expected student performances at each successive stage of proficiency
    - Prescribes assessment procedures for determining student attainment of proficiency objectives
    - Emphasizes cultural skills and knowledge as integral parts of language acquisition
    - Suggests materials and activities for enhancing students' learning of the core curriculum

- During the more elementary stages of foreign language learning, students:

  - Listen to and comprehend talk about basic objects and actions.
  - Follow and eventually give simple commands and instructions.
  - Understand references to numbers, colors, weather, time, and so forth.
  - Emulate basic cultural conventions and formalities, including gestures and body language, and learn about cultural differences.
  - Understand and respond to basic greetings and leave-taking expressions, using appropriate words, gestures, and actions.
  - Learn about and practice holiday traditions as celebrated in the target culture.
  - Practice writing messages that have been conveyed orally and read for information in a variety of genres.
  - Listen to and comprehend stories and respond to questions about the stories; pantomime or act out what is heard.
  - Take part in simulated everyday activities such as buying things, eating, talking about the weather, preparing foods, visiting the doctor, following directions, enumerating, playing games, and identifying things and people.
  - Listen to and comprehend videotapes, recorded conversations, stories, and film excerpts, and work with specially-designed computer programs.
  - Interact with more advanced students or native speakers.

- During stages of foreign language learning beyond the elementary or novice levels, students:

  - Engage in simple conversations about everyday topics with some spontaneity.

  - Narrate simple series of events when cued by a picture series or other stimuli.
  - Describe the basic physical qualities of things and people.
  - Play conversational roles in simulated, unrehearsed, everyday situations.
  - Retell simple stories they have heard, read, or seen enacted.
  - Exchange information, recordings, videos, magazines, and so forth, with a class in a country where the target language is spoken.
  - Simulate telephone conversations, including the calling and answering routines encountered in the target society.
  - Work on projects in the foreign language, according to individual interests, involving various aspects of the culture and country where the language is spoken.
  - Prepare short talks on topics of individual interest.

- Students in more advanced levels of instruction:

  - Display considerable evidence of grammatical control when engaged in conversation.
  - Engage in discussions beyond basic everyday conversation that relates to students' personal histories, leisure-time activities, current events, and literature.
  - Write letters, compositions, and stories.
  - Read literature appropriate to their age and language proficiency level.
  - Participate in activities featuring careers involving or requiring proficiency in a foreign language.
  - Work on higher-order thinking skills in the target language.
  - Write longer compositions and essays in the foreign language, using approaches similar to those in the California Writing Project.
  - Write and act in skits and short plays.
  - Use the language outside the classroom.

RESOURCES

The following publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Foreign Language Framework for California Public Schools, 1989.
- Handbook for Planning an Effective Foreign Language Program, 1985.
- Model Curriculum Standards, Grades 9-12, 1985.
- Statement on Competencies in Languages Other Than English Expected of Entering Freshmen: Phase I--French, German, Spanish, 1988.
- Technology in the Curriculum: Foreign Language (resource guide and diskette), 1987.

INSTRUCTIONAL PROGRAMS:

The schoolwide effectiveness criterion focuses on how conditions at the school combine to enable students to be successful learners. It deals with the school's curriculum, the implementation of the curriculum, the impact of the curriculum on the students, and instructional methodology.

School and district policies and practices reflect an academic focus on student learning and achievement. Students participate in a broad-based curriculum which includes reading and literature, oral and written expression, mathematics, science, history-social science, visual and performing arts, and physical education and health. The goals and objectives of this written curriculum clearly define rigorous content consistent with professional and community standards. The curriculum emphasizes enabling students to apply what they learn.

The selection of instructional materials, the design of lessons and assignments, and the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the written curriculum. The sequence of instruction received by the student reflects a progressive shift in emphasis from basic-skills-centered instruction to content- and application-centered instruction. High expectations for what students learn reflect a schoolwide belief that all students can learn.

Student achievement, as determined by a variety of measures, reflects significant increase or is maintained at a high level. The assessment data evidence learning across the curriculum. The content of the assessment is aligned with the curriculum, and instructional practices and procedures are modified on the basis of that assessment. Students are learning content beyond factual knowledge of ideas, concepts, and issues, and complex thinking and communication skills such as analysis, interpretation, evaluation, problem solving, and application. Assessment data indicate that

SCHOOLWIDE EFFECTIVENESS

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

students with differing abilities and needs (e.g., students of high ability, disadvantaged, limited-English-proficient (LEP), or handicapped students) are achieving at their highest potential.

Students' interest in the subjects being learned is evident. There is a maximum use of time for instruction, free from interruption, and students are actively engaged in learning activities. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned. Instruction is teacher-directed, with a variety of teaching strategies and materials matched to both the content to be learned and the needs and strengths of students. Students' daily work is at a level of difficulty which both challenges them to learn and grow and provides experiences of success and competence in learning. Students' exposure to new concepts and skills is initiated through direct instruction from the teacher. There is timely teacher response to student work to verify comprehension, especially during early practice of new skills. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning.

EXEMPLARS

- The academic program is the focus of the goals and objectives developed by the principal, staff, and parents at the school.

- Students receive broad-based curriculum, including instruction in reading, writing, oral language, literature, mathematics, science, history-social science, visual and performing arts, physical education, and health. All students have access to this balanced curriculum.

- Instruction and assessment in each subject area are coordinated and aligned with the goals and objectives of the written curriculum. Students' instruction in basic skills and content areas reflects the goals and objectives of the curriculum.

- The goals and objectives of the curriculum are clearly defined and are evident in:

  - Lesson plans and classroom work
  - Selection of instructional materials
  - Student assignments
  - Assessment practices

- Grade-level expectations are established and are put into practice for skills, knowledge, and values to be learned in each area of the curriculum. They reflect high standards and expectations. Grade-level expectations have also been set for homework, the required reading lists by subject area, and the quantity and quality of writing assignments in each subject area.

- The curriculum exhibits rigorous academic content consistent with professional standards exemplified in California state frameworks, county courses of study, curriculum planning handbooks, publications of professional curriculum associations, and the district course of study; and with community standards and expectations.

- There is an emphasis on enabling students to use and apply what they learn, beyond rote drill and practice, as evidenced in:

- Allocation of class time
  - Samples of student work
  - Quality of in-class assignments and homework
  - Standards of achievement

- Assessment data in the major curriculum areas indicate that student achievement (including upper quartile, middle achieving, lower quartile, LEP, and disadvantaged students) is increasing or being maintained at a high level for:
  - Rote skills and facts
  - Ideas, concepts, and issues
  - Thinking and communication skills, such as formulating and solving problems, analyzing and interpreting information, drawing inferences, evaluating complex situations, thinking critically, expressing thoughts logically in written and oral form, or forming independent judgments

- Assessment is aligned with curriculum and instruction and includes a variety of methods suited to what is being assessed:
  - Work samples, demonstrations, presentations
  - Teacher-made tests
  - Textbook chapter tests/questions
  - Criterion-referenced tests
  - Norm-referenced tests

- Students learn practical study skills as a part of the regular instructional program. They include:
  - Notetaking
  - Reading for main ideas
  - Outlining
  - Following good study habits

- The curriculum at each grade level is articulated with the next higher grade. Articulation between the regular and special program staffs is frequent and regular.

- Classroom time is well managed for maximum concentration on teaching and learning activities. Teachers' interactions with students are frequent and related to the content of the curriculum. Students understand their assignments and have sufficient time to complete them; their progress is regularly monitored; and they receive timely feedback on their work.

- Direct instruction by the teacher is evident at critical points in learning:

  - Presenting new concepts and skills
  - Modeling
  - Guiding early practice of new skills
  - Coaching extended applications
  - Encouraging and guiding students to think and communicate about what they learn

- Assignments are challenging to students and yet within reach so that hard work brings success. Students are proud of what they accomplish, and their academic success is recognized by the principal, their teachers, and their peers.

- A variety of teaching strategies and materials is used. In this way the content to be learned and the needs of the students are matched.

- Teaching methods are geared to the intended level of learning, application, analysis, synthesis, and judgment of the material presented.

- All students are expected to complete every homework assignment. Homework is reviewed and returned in a timely manner.

- Instructional materials, approaches, and pacing are differentiated, as appropriate, for students with different needs and abilities.

SPECIAL NEEDS

The special needs criterion focuses on the extent to which the services provided for students with special needs enable them to be successful learners in the regular program. Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

The information gained through an assessment of the special needs services is added to what the reviewers have learned about the instruction of students as they participate in the regular program. Information about how students are learning and what students are learning in the specific curriculum areas is also included to form a complete picture of the effect of instruction on students with special needs.

The special services the students are receiving support their successful participation in the regular program, and each student with special needs is expected to master to the extent of his or her ability the same curriculum provided all students. For the high-ability or high-achieving student, special services remove ceilings, raise the conceptual level, and extend the breadth and depth of the regular program. The curriculum, materials, and methods used in the regular classroom are appropriate to the special needs and activities of each student whether those needs result from a handicapping condition, a primary language other than English, or achievement levels significantly above or below those of the majority of students. Student work is rigorous and challenging for each student.

Students are experiencing success in learning the skills and concepts of the curriculum commensurate with their highest potential and are feeling positive about themselves as learners. Each adult working with the students is knowledgeable about their needs, capabilities, and learning progress, and expects them to be successful in school. The special services received by students with multiple needs have been prioritized so that the greatest needs are being addressed first. Ongoing communication and collaboration among the classroom teacher(s) and specialist staff members have resulted in an integrated program for each student, allowing him or her to experience a continuity of services. Special services supplement the quality of instruction students would have received from the regular program alone.

EXEMPLARS

- Students with special needs have equal access to the curriculum provided for all students.
    - The total curriculum received by students with special needs is well balanced. It includes fine arts, science, and social studies, in addition to the basic skills of writing, reading, language, and math.
    - As much as possible, special services are provided within the regular classroom setting.
    - When students must be pulled out of class to receive special services, the pull-out sessions are scheduled for times that do not preclude the students' acquisition of the basic skills and knowledge of the curriculum.
    - The use of the primary languages of the limited-English-proficient students allows them to continue learning the basic skills and knowledge of the curriculum at a normal pace while developing fluency in English.

  - Students on individual education plans (IEPs) participate in the regular program to the full extent permitted by their handicap.

- The special services received by each special needs student support his or her participation in the regular program.

  - Special services instruction is coordinated with regular instruction through use of textbooks and other instructional materials, as well as through articulation of the skills and concepts being learned.
  - The curriculum materials and methods of instruction used in each setting are appropriate to the student's needs, abilities, and language proficiencies..
  - Learning activities in each setting build upon and extend the student's current level of knowledge.
  - Special services are provided with minimum disruption to the student's participation in the regular classroom.

- The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.

  - The regular classroom teachers and the specialist teachers expect each student to achieve up to his or her highest potential.
  - The lessons and assignments challenge each student to (1) develop the critical thinking skills of inquiring, analyzing, solving problems, and evaluating situations; and (2) exercise creativity.

- Student work shows that students are experiencing success in learning the skills and concepts of the curriculum, and it is evident that they feel successful as learners in each curricular area.

- The regular classroom teachers and those providing special services meet regularly to plan and replan each student's program of instruction.
    - Both initial and ongoing assessment data are shared between the regular classroom teachers and the specialist staff.
    - There are regular opportunities for regular and specialist teachers to meet and share information about the student's progress and to plan instructional and support services for him or her, such as through team teaching or a student study team approach.
    - Regular classroom teachers and specialist staff members freely communicate with each other on an informal as well as a formal basis.
    - Parents are kept fully informed of their child's progress.

LEARNING ENVIRONMENT

The learning environment criterion focuses on how effectively the school and classroom environment support and encourage each student's academic, personal, and social growth. In applying this criterion, consider (1) classroom environment; and (2) school environment.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

The learning environment of the school reflects an academic focus. The principal, staff members, parents, and students perceive school as a place to learn and hold high standards and expectations for student achievement and behavior. They view learning as the most important source of joy and personal significance offered to each child by the school. Staff members are task-oriented and work to maximize the time students are engaged in academically productive activity; classroom interruptions are held to a minimum. Students are motivated and exhibit initiative for learning; they are comfortable approaching their teachers to gain or clarify information. Teachers manage the learning environment so that all students have equal opportunities to learn.

Respect and support among and between students and staff members are evident throughout the school. Students and staff members are proud of and enjoy their school. Together they develop and maintain a safe and orderly environment for learning. Schoolwide rules are reasonable and known by all, and each staff member enforces the rules consistently and equitably.

Schoolwide procedures for recognition of and awards for student achievement and citizenship are designed so that each student has the opportunity to be recognized for good citizenship and for significant achievement.

Staff members routinely work together to identify and solve day-to-day problems of instruction, student discipline, student schedules, and so forth to achieve schoolwide goals and objectives.

The morale of staff members is high and is maintained through established procedures for recognizing individual strengths and special contributions to the students and the school community.

Home-school communication is well established and ongoing. Parents are kept informed of their child's progress in school, and input from the parents is sought on a regular basis. Resources of the community are used to enhance the learning environment of the school.

EXEMPLARS

- It is evident throughout the school that the primary business of the school is learning.
  - Students and staff show enthusiasm for learning and pride in the environmental conditions which encourage learning.
  - Students are punctual and eagerly settle into work at the beginning of each instructional period, working through each assignment.
  - Teachers are learning-oriented; they begin on time and maintain student involvement throughout the lesson.
  - Announcements do not interrupt instruction.
  - Classroom disruptions resulting from pulling students out for special services are minimal.

  - Teachers manage instruction so that each student receives an equal share of teaching time, attention, and learning material.

- Standards and expectations for student achievement and behavior are widely known.
  - Students, parents, and staff members are all involved in setting standards for behavior.
  - Students and staff members alike believe that the school rules are reasonable and are consistently and equitably enforced.
  - Students are taught the school and classroom rules and are held accountable for maintaining them throughout the school year.
  - Students perceive school as a safe place to be and feel that their teachers, the principal, and other instructional and support staff support them as learners.

- The cleanliness and appearance of the classrooms, halls, restrooms and school grounds and the enthusiasm of the students and staff members attest to the pride the students and staff members feel in their school.

- Students and staff members receive recognition for good work.
  - Students are recognized for their citizenship and for academic achievements in assemblies, by classroom or grade level; through special recognition by the principal; through award notices sent to parents; and so forth.
  - Teachers and other instructional staff members receive recognition that acknowledges excellence in teaching, curricular knowledge, special abilities to work with other staff members and with students, and willingness to contribute additional time to student activities.

- Staff members work cooperatively in developing and carrying out schoolwide policies. They respect each other as professionals and recognize one another's individual strengths.

- Parents are kept informed of the progress of their children on an ongoing basis, as well as school goals, school rules and student responsibilities, homework policies, and special activities of the school. This is done through newsletters, teacher and principal communiques, conferences, and so forth.

- Parents have regular opportunities to share their expectations regarding the school program, including participation at school site council and other council meetings.

- Resources of the community, such as parks, businesses, libraries and museums, community groups, and local governmental agencies, support the school and are used to enhance the learning environment of the school.

STAFF DEVELOPMENT

The staff development criterion focuses on how effective staff development activities have been in increasing the skills and knowledge needed by adults in the school to implement an effective instructional program.

In applying this criterion, consider the effect of staff development on the instructional program for all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of principals, teachers, instructional aides, classroom volunteers, and other student support personnel, including parents who regularly interact with students at all grade levels. By increasing awareness and refining skills and by changing attitudes and behaviors, these activities are enabling staff members to deliver curriculum and instruction which is rigorous, challenging, and responsive to student needs.

The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement. A careful assessment of participants' strengths, competencies, interests, and needs as they relate to the school's goals is used in determining content. Staff members understand what the goals and objectives of the school's planned program are, what their individual responsibilities are for implementing the program, and how what they do fits with what others do. Each adult learns whatever is necessary to carry out effectively his or her part of the program, and staff members utilize information and techniques acquired through staff development activities in their day-to-day instruction.

The staff development program includes effective teaching methods and techniques. Instructional strategies include modeling, coaching, and other follow-up support in the classroom and are directly related to staff needs. Adult interaction at the school sustains high interest in professional growth and improvement. There is an obvious commitment to continued participation in staff development activities. The staff development program is actively supported by the administration through participation and commitment of time and resources.

EXEMPLARS

- The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement.
  - The staff development program is school-based and addresses both individual and schoolwide goals.
  - An assessment of student progress in relation to the identified curriculum is used to determine any areas of instruction requiring either individual or whole-staff instruction and support.
  - An assessment of the participants' strenghs, competencies, interests, and needs is used to determine the content of the staff development program.

Staff Development (cont.)

- The staff development program is designed to improve the job-related skills and knowledge of all personnel who work with students at the school.

- The staff development activities help staff members refine existing skills as well as learn new skills, develop attitudes and behaviors that are more effective in the classroom setting, and gain knowledge necessary for effective implementation of the curriculum.

- It is evident through classroom observation and from talking with staff members that they are using information and techniques which they learned through staff development activities.

- Staff members understand the goals and objectives of the planned program, their responsibilities in carrying out the program, and the interconnection of those responsibilities with the responsibilities of others in implementing the program.

- Those who conduct the staff development program use effective teaching practices, including:

    - Modeling
    - Coaching
    - Guided practice
    - Peer observation, support, and assistance

- Staff are directly involved in planning staff development activities and conducting an evaluation of them and are committed to continued participation.

- Staff development activities are systematically evaluated, and the evaluation results are used to design or redesign staff development activities.

- The administration actively supports the program through participation, allocation of time for staff development activities, and use of fiscal and personnel resources.

The leadership criterion focuses on the extent to which schoolwide leadership is used to promote and support the instructional program for all students. Be sure to consider all avenues of leadership within the school setting, including those vested in the principal, assistant principal, program coordinators, resource teachers, grade-level chairpersons, and teachers in a leadership role on committees and special assignments.

School leaders, who include the principal, assistant principal, program coordinators, resource teachers, grade-level chairpersons, and teachers in a leadership role on committees and special assignments, are knowledgeable about the curriculum and instructional practices. Leadership supports and encourages staff members' efforts to improve instruction.

There is a strong academic orientation throughout the school program based on clear expectations for learning and behavior from school leaders. The local governing board, the superintendent, and the principal support this common purpose through policies, personnel practices, and allocation of resources. School leaders clarify and promote school goals and high expectations for achievement.

Teachers regularly receive timely and meaningful feedback based on classroom observation, student performance, and discussion. Staff differences in skill, styles, and personal values are considered in making assignments; these differences are considered in justly allocating human resources to students.

Leadership and responsibility are shared among staff members; adults model the leadership and cooperation they expect from students; staff members participate in many decisions; delegated leadership is respected.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

School leaders promote and support improvements in the school program consistent with school and district goals. Time is allocated to a regular process of analyzing and evaluating data about student performance and motivation, staff performance and morale, and instructional program implementation. Based on discussion and understanding of what causes the results evident in these data, plans for improvement are made and implemented. There is broad-based participation in and commitment to this well-organized and well-managed improvement process. Curriculum and staff development resources are allocated in support of the planned improvements. Leadership encourages and supports the use of outside practitioners and experts in the curriculum areas being improved. District and state curriculum guides and materials and standards from curriculum and other professional associations are available and utilized in planning.

School leaders focus the motivation and talents of staff members on improving and sustaining excellence in the educational program of the school. Staff and student morale is high, as evidenced by good attendance and enthusiasm for school as a place to learn. School leaders work harmoniously with the community, and parents are active supporters of the school program.

EXEMPLARS

- Goals, standards, and expectations have been stated by school and school district leaders for student achievement and behavior. These statements are central to planning and implementation at all levels and are well known throughout the school.

- Staff members expect all students to achieve these standards, and all adults feel responsible for the achievement and behavior of all students.

- The content of curriculum and the sequence and materials of instruction are coordinated throughout the grade levels in each curricular area.

- Schoolwide procedures for placement and promotion of students are established and consistently used.

- School leaders protect instruction from interruption by stressing discipline and supporting teachers in discipline matters, by keeping public places (halls, grounds) quiet, and by minimizing classroom interruptions from the intercom, bells, and/or visitors.

- Criteria, procedures, and practices for personnel evaluation at all levels demonstrate the importance of learning as the focus of the school district.

- Instructional supervisors give timely feedback and coaching to teachers based on classroom observations, student performance, and discussion. Observation with feedback includes but is not limited to:

  - Implementation of curricular goals and objectives
  - Maximum use of time for instruction
  - Interaction with students

    - Lessons' design and presentation
    - Development of thinking and communication skills
    - Opportunities to express creativity
    - Relationship of the strengths and weaknesses of various teaching methods to the content and learning goal

- Adults model good leadership and cooperation.

- The school board, superintendent, and principal support the fair and consistent application of school rules and the recognition of positive learning behavior.

- Leaders organize, manage, and support an ongoing improvement process which has broad-based staff and parent commitment with participation. This process includes:

    - Evaluation of student and staff performance
    - Evaluation of the curriculum and its implementation
    - Analysis of symptoms and determination of causes
    - Plans for action
    - Strategies for implementation

- Assistance and leadership from outside the district are utilized, including materials, training, guides, and standards, from:

    - Curriculum associations
    - Professional organizations
    - Offices of county superintendents of schools and the California Department of Education
    - Institutions of higher education
    - Teacher education and computer centers, Special Education Regional Network, and other regional training centers

Leadership (cont.)

- Leaders allocate resources--material and human--to instruction and the improvement of instruction.
- Leaders participate in regularly scheduled professional development which emphasizes curriculum and instructional practices.

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The planning, implementation, and evaluation criterion focuses on how effective the planning, implementation, and evaluation procedures used by the staff and parents at the school have been in developing and delivering an effective program for each student. This process involves determining what in the program needs improving and how to make the necessary improvements. Judge the quality of

As a result of collaborative planning among staff members, the principal, and parents, there is a common understanding of what students will learn in school, how they will learn it, and how they will be supported as learners. The roles and responsibilities that students, parents, instructional and support staff members, and the principal will play in the learning process are known. The goals and improvement activities of the program are clearly defined and shared by staff members and students throughout the school. The allocation of resources, including time, and the working relationships of everyone at the school are focused on achieving these goals. The school plan provides a focus for alignment of curriculum, instructional practices, and evaluation. The coordination of the instructional program across grade levels and the coordination between the regular program and special services for students with special needs are maintained through ongoing planning efforts of the teachers, specialist teachers, and the principal. Good communication, coordination, and mutual support are evident among all staff members, and they are committed to the implementation of their planned program.

Procedures used for ongoing planning and evaluation are known to all staff members and are routinely used. Modifications to the program are made in response to the observed effects of the curriculum and instructional activities on students. The support

LUATING THE SCHOOL PROGRAM

the improvement process in terms of the effect of planning, implementation, and evaluation activities on the program.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

activities are directly linked to the instructional program and promote student learning.

EXEMPLARS

- There is a collaborative planning process that involves staff members, the principal, and parents.
  - In school improvement schools, the school site council serves as the locus for the planning process.
  - In schools serving students with special needs, parents of these students have a voice in the planning and evaluation of these services.
  - There are opportunities for all parents and all staff members to be involved actively in defining schoolwide goals and objectives as participants in the planning process at the school.
  - All parents and staff members have opportunities to evaluate the effectiveness of the planned program and the extent to which the goals and objectives are being attained.
  - Sufficient time is allocated to the planning process.

- There is common understanding throughout the school of what the students will learn, how they will learn it, and how they will be supported as learners.
    - Teachers are in agreement about what students are to learn in each curricular area and at each grade level.
    - The major instructional strategies that were agreed on during the planning process are being used.
    - Schoolwide policies and practices for homework, discipline, student placement and promotion, and so forth that were agreed on during the planning process are being implemented.

- Each staff member understands the overall intent of the planned program, what his or her individual role and responsibilities are, and how those responsibilities relate to what others are doing or will do.

- All staff members, including those providing services to students with special needs, communicate with one another regularly and work together for program coordination and for mutual support. There is a high level of staff commitment to carrying out the program as planned.

- The procedures (formal and informal) used for planning, ongoing planning, and evaluation are widely known throughout the school. Staff members know:

  - Who is responsible for what
  - What kinds of evaluation data are routinely collected
  - How those data are analyzed, by whom, and how they are used in planning programmatic changes
  - How to use the ongoing planning process to institute programmatic changes

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Publications Available from the Department of Education

There are almost 700 publications that are available from the California Department of Education. Some of the other more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0883-7	The Ages of Infancy: Caring for Young, Mobile and Older Infants (videocassette and guide) (1990)	65.00
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0783-0	California Private School Directory, 1988-89 (1988)	14.00
0-8011-0853-5	California Public School Directory (1990)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
0-8011-0715-6	California Women: Activities Guide, K—12 (1988)	3.50
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1989)	6.75
0-8011-0867-5	The Changing Language Arts Curriculum: A Booklet for Parents (1990)†	10 for 5.00
0-8011-0777-6	The Changing Mathematics Curriculum: A Booklet for Parents (1989)†	10 for 5.00
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0823-3	Coordinated Compliance Monitoring Review Manual, 1989-90 (1989)	6.75
0-8011-0833-0	Directory of Microcomputer Software for School Business Administration (1990)	7.50
0-8011-0749-0	Educational Software Preview Guide, 1988-89 (1988)	2.00
0-8011-0489-0	Effective Practices in Achieving Compensatory Education-Funded Schools II (1987)	5.00
0-8011-0041-0	English–Language Arts Framework for California Public Schools (1987)	$3.00
0-8011-0731-8	English–Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0786-5	Enrichment Opportunities Guide: A Resource for Teachers and Students in Mathematics and Science (1988)	$8.75
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0751-2	First Moves: Welcoming a Child to a New Caregiving Setting (videocassettes and guide) (1988)*	65.00
0-8011-0839-x	Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers (videocassette and guide) (1990)*	65.00
0-8011-0804-7	Foreign Language Framework for California Public Schools (1989)	$5.50
0-8011-0809-8	Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers (videocassette and guide) (1990)*	65.00
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0824-1	Handbook for Teaching Cantonese-Speaking Students (1989)	4.50
0-8011-0680-x	Handbook for Teaching Japanese-Speaking Students (1987)	4.50
0-8011-0291-x	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0825-x	Handbook for Teaching Portuguese-Speaking Students (1989)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)‡	3.25
0-8011-0737-7	Here They Come: Ready or Not—Report of the School Readiness Task Force (Summary) (1988)	2.00
0-8011-0734-2	Here They Come: Ready or Not—Report of the School Readiness Task Force (Full Report) (1988)	4.25
0-8011-0735-0	Here They Come: Ready or Not—Appendixes to the Full Report of the School Readiness Task Force (1988)	22.50
0-8011-0712-1	History–Social Science Framework for California Public Schools (1988)	6.00
0-8011-0782-2	Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation, Especially for Black Girls (1989)	6.00
0-8011-0878-0	Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents (1990)	8.25
0-8011-0880-2	Infant/Toddler Caregiving: A Guide to Language Development and Communication (1990)	8.25
0-8011-0877-2	Infant/Toddler Caregiving: A Guide to Routines (1990)	8.25
0-8011-0879-9	Infant/Toddler Caregiving: A Guide to Setting Up Environments (1990)	8.25
0-8011-0876-4	Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization (1990)	8.25
0-8011-0750-4	Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials (1989)	8.75
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0828-4	Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course (1989)	20.00
0-8011-0869-1	It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers (videocassette and guide) (1990)*	65.00
0-8011-0209-x	Martin Luther King, Jr., 1929—1968 (1983)	3.25
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K—8 (1987)	2.75
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.25
0-8011-0252-9	Model Curriculum Standards: Grades 9—12 (1985)	5.50

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*Videocassette also available in Chinese (Cantonese) and Spanish at the same price.

†The price for 100 booklets is $30; the price for 1,000 booklets is $230.

‡The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Japanese/English, Korean/English, Laotian/English, Pilipino/English, Spanish/English, and Vietnamese/English.

ISBN	Title (Date of publication)	Price
0-8011-0762-8	Moral and Civic Education and Teaching About Religion (1988)	$3.25
0-8011-0228-6	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
0-8011-0229-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the PrimaryGrades (1982)	8.00
0-8011-0184-0	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
0-8011-0303-7	A Parent's Handbook on California Education (1986)	3.25
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
0-8011-0817-9	Program Guidelines for Language, Speech, and Hearing Specialists Providing Designated Instruction and Services (1989)	6.00
0-8011-0684-2	Program Guidelines for Visually Impaired Individuals (1987)	6.00
0-8011-0899-3	Quality Criteria for Elementary Schools (1990)	4.50
0-8011-0815-2	A Question of Thinking: A First Look at Students' Performance on Open-ended Questions in Mathematics (1989)	6.00
0-8011-0831-4	Recommended Literature, Grades 9—12 (1990)	4.50
0-8011-0311-8	Recommended Readings in Literature, K—8 (1986)	2.25
0-8011-0863-x	Recommended Readings in Literature, Kindergarten Through Grade Eight, Addendum (1990)	2.25
0-8011-0745-8	Recommended Readings in Literature, K—8, Annotated Edition (1988)	$4.50
0-8011-0820-9	Resource Guide: Conferences, Workshops, and Training Opportunities for District and County Business Office Staff, 1989-90 Edition (1989)	4.50
0-8011-0753-9	Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care (videocassette and guide) (1988)*	65.00
0-8011-0765-2	School-Age Parenting and Infant Development Program Quality Review Instrument (1988)	2.00
0-8011-0870-5	Science Framework for California Public Schools (1990)	6.50
0-8011-0665-6	Science Model Curriculum Guide, K—8 (1987)	3.25
0-8011-0803-9	Secondary Textbook Review: Biology and Life Science (1989)	10.75
0-8011-0738-5	Secondary Textbook Review: English (1988)	9.25
0-8011-0677-x	Secondary Textbook Review: General Mathematics (1987)	6.50
0-8011-0781-4	Selected Financial and Related Data for California Public Schools (1988)	3.00
0-8011-0752-0	Space to Grow: Creating a Child Care Environment for Infants and Toddlers (videocassette and guide) (1988)*	65.00

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